

Middlesex University Research Repository

An open access repository of

Middlesex University research

<http://eprints.mdx.ac.uk>

Aiken Hodge, Dorrian Elizabeth (2009) Towards coaching across divides to create alliances: an integral approach. DProf thesis, Middlesex University. [Thesis]

This version is available at: <https://eprints.mdx.ac.uk/9306/>

Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this work are retained by the author and/or other copyright owners unless otherwise stated. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge.

Works, including theses and research projects, may not be reproduced in any format or medium, or extensive quotations taken from them, or their content changed in any way, without first obtaining permission in writing from the copyright holder(s). They may not be sold or exploited commercially in any format or medium without the prior written permission of the copyright holder(s).

Full bibliographic details must be given when referring to, or quoting from full items including the author's name, the title of the work, publication details where relevant (place, publisher, date), pagination, and for theses or dissertations the awarding institution, the degree type awarded, and the date of the award.

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address:

eprints@mdx.ac.uk

The item will be removed from the repository while any claim is being investigated.

See also repository copyright: re-use policy: <http://eprints.mdx.ac.uk/policies.html#copy>



Middlesex University Research Repository: an open access repository of Middlesex University research

Aiken Hodge, Dorrian Elizabeth, 2009. Towards coaching across divides to create alliances: an integral approach. Available from Middlesex University's Research Repository.

Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this thesis/research project are retained by the author and/or other copyright owners. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge. Any use of the thesis/research project for private study or research must be properly acknowledged with reference to the work's full bibliographic details.

This thesis/research project may not be reproduced in any format or medium, or extensive quotations taken from it, or its content changed in any way, without first obtaining permission in writing from the copyright holder(s).

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address:
eprints@mdx.ac.uk

The item will be removed from the repository while any claim is being investigated.

Towards Coaching Across Divides to Create Alliances – an Integral approach

Abstract

This dissertation builds a meta-theoretical approach to creating alliances across differences in order to meet shared objectives. The research took place over two years (2003-2005) within an asset management company of 80 employees in South Africa. Managing diversity well is an organisational leadership capacity, crucially capable of transforming organisations in the direction of high-trust, high-performance environments. The research site was caught up in the challenges of transformation on several fronts, not least that of being in a country moving into a plural democracy from the restrictive rigours of *apartheid* and the impact of decades of institutionalised racism. The research places this South African client site in the context of global issues of diversity management and leadership mastery.

This work introduces to the field of professional coaching and consulting sociological theories of the identity construction of groups including critical discourse theory, as well as integral theory and human development theory as the academic underpinning of a practical coaching model. Sociological perspectives of identity construction trace the different competing discourses or narratives that 'brand' our diverse identities.

The growing multi-disciplinary field of Integral theory maintains the importance of regarding different knowledge systems as each holding *truth value*. The Integral approach contradicts the notion of competing perspectives

among particular knowledge systems, preferring to see *both-and* connections rather than binary opposites - *either-or* 'silo' thinking.

A selection of the literature is viewed through an integral lens to illustrate truthful but *partial* contributions to leadership development, diversity management and coaching. Case study examples demonstrate the practical application of a basic integral framework for coach and client to map and understand the multi-perspectival complexity inherent in individuals, groups and corporate entities. The coaching model uses Ken Wilber's four-quadrant map of integral theory (AQAL) to 'diagnose' and map the competing discourses in organisations of individuals in a dynamic system.

Title:

**Towards Coaching Across Divides
to Create Alliances
– an integral approach**

Dorrian Elizabeth Aiken Hodge
Student No. 2248913

DPS 5200

November 2006

Summary

Towards: Coaching Across Divides to Create Alliances For Shared Objectives – an Integral model

Project objectives

1. To coach managerial leaders in teams and organisations to develop alliances across divides towards shared objectives. (See Section 2.3.6 for the definition of “managerial leadership” by Jaques and Clement (1994: 3-33).)
2. To frame an Integral multi-dimensional metamodel and develop an Integral coaching process. (See Section 2.3.4 for the definition and use of the term “Integral”).
3. To test a core hypothesis on a critical coaching focus in working with clients to build alliances across divides.

Project research sample and approach used

The project research site is a financial services company of 80 employees in four sections, each headed by a senior manager, who report to the managing director.

The project took place in three phases of coaching over a period of 20 months. Case study material has been selected from nine clients who were coached over this period, at senior and middle management level. In keeping with an Integral approach, the process included both individual coaching at fortnightly intervals and group facilitation at appropriate points.

The company objective for coaching has been to assist in the need to move from low trust to high trust, from poor overall performance to performance excellence.

A core hypothesis in developing and testing this Integral coaching approach is that team performance is affected by negative perceptions of ‘otherness’ that lie unnamed beneath the surface, often buried in deeply wounded spaces beneath zero-tolerance policies. Factors that influence the sense of corporate well-being include the validity or illegitimacy of individual perceptions, such validity or illegitimacy being reinforced by the dominant organisational culture. I identify the emergence of individual perceptions as ‘discursive themes’, and attribute the presence of each of these themes to competing discourses currently broadly present in the wider world of South Africa.

The interpretation of discursive themes in this work is informed principally (but not exclusively) by the prolific published work of Melissa Steyn; I am particularly indebted to two sources – her Master's thesis, now an award-winning book, and her (as-yet unpublished) doctoral thesis and its methodology in tracing ideologically-charged discourse strategies in the current South Africa. Beyond the South African context, the particular experiences that this research taps in respect of competing discursive terrains may have value in a broader debate on the importance of recognising discursive terrains in the interests of positive inclusive outcomes.

The Integral coaching approach is intended to help managerial leaders develop the skills to recognise the many possible circumstances that can affect optimum performance (about which there is much existing literature – like emotional intelligence, appropriate performance management structures and practices), and particularly to be able to recognise limiting assumptions of 'otherness' where these might exist. By so doing, the coaching aims to help managerial leaders appreciate the impact of negative or limiting assumptions, which may well be conflated with conventional, well-documented leadership and performance management concerns. The outcome of this Integral coaching process is to help managerial leaders to work consciously with the layers and inter-locking patterns of Integral awareness, in building positive alliances in their teams and relationships in the interests of successful shared outcomes.

Conclusions

The Integral coaching approach proved effective in navigating multi-dimensional complexity, and received positive feedback on its contribution to building alliances at individual, team and organisational levels. The Integral Model proved highly efficient at mapping congruence and 'disconnects' at individual, team and organisational level – particularly the performance impact of congruence between espoused values and values in use.

While I am not suggesting that my work provides clear evidence of this, it suggests potential for linkage and further research in developing coaching practice to include interpreting discursive terrains as a valuable analytical tool for surfacing subliminal tensions, as distinct from the many existing ways of working with the standard leadership and performance management issues than affect team work.

The limitations of this coaching framework and model are that the theoretical underpinning is complex and layered, requiring that the coach be competent at managing this complexity, both theoretically and practically. Unless the coach is committed to absorbing and feeling at ease with the elements of the Integral approach, the danger is reductionism to a systems approach. This impacts on the viability of this model for training in-house coaches.

Note 1: Terminology with reference to South Africans

- White – South Africans deemed ‘white’ in apartheid South Africa.
- Black – all those deemed ‘non-white’ in apartheid South Africa, including African, Asian (Indian and Chinese), Coloured.

This project uses the word ‘black’ to refer to all groups racially discriminated against under apartheid.

Specific black groups will be referred to in the text as African, Coloured, and Indian where appropriate.

Note 2: Word count

Word Count excluding Index, Bibliography and Appendices: 44 662.

Table of Contents

1.	<i>Towards: Coaching Across Divides to Create Alliances for Shared Objectives - an Integral model</i>	1
1.1	Overview	1
1.2	Ethics	2
1.3	Research project topic	3
1.4	Research project aim	3
1.5	Research questions	3
1.6	Research project assumptions	4
1.7	Delimiting the coaching context	5
1.7.1	Enabling Culture Project	7
1.7.2	Investors in People Standard	8
1.7.3	Empowerment Strategy	9
1.8	Background and problem identification	10
1.8.1	South Africa as exemplar	10
1.8.2	The discursive terrain	11
1.8.3	Ideology	16
1.8.4	Eurocentricity and 'whiteness ideology'	16
1.9	Core hypothesis	17
1.10	Self-reflexivity	19
1.11	Conclusion: a summary of central premises	20
2	<i>Literature Review</i>	21
2.1	Brief overview of influences	22
2.2	A holistic approach	24
2.3	An interrogation of terms: <i>coaching across divides to create alliances for shared objectives</i>	28
2.3.1	Coaching across <i>divides</i> ...	29
2.3.2	Coaching across divides to <i>create</i> ...	30
2.3.3	Coaching across divides to create <i>alliances</i> ...	31
2.3.3.1	Obstacles to forming alliances - power discourse	31
2.3.4	Wilber's Integral Vision – a broad overview	34
2.3.5	The significance of the Four Quadrants	35
2.3.6	The managerial leader and the Integral Operating System	40
2.3.7	Philippe Rosinski's <i>Coaching Across Cultures</i> and other diversity resources	41
2.4	Summary of main points	43

3.	<i>Coaching Model and Method</i>	45
3.1	Interpreting narrative - the discursive terrain	46
3.1.1	Interpretive repertoires	46
3.2	Coaching method based on Wilber's Integral Model	49
3.2.1	Quadrants	49
3.2.2	States	51
3.2.3	Levels (stages) of development	54
3.2.3.1	Dominator hierarchies <i>versus</i> natural hierarchies	54
3.2.4	Reservations to the concept of holarchies	57
3.2.4.1	Span and depth	57
3.2.5	Lines	64
3.2.6	Types	68
3.3	Summary of main points	68
4.	<i>Research Activity</i>	70
4.1	Project background	71
4.1.1	Pre-coaching preparation	72
4.1.2	Project phases	75
4.2	Stages of the coaching process	79
4.2.1	Introducing clients to coaching	79
4.2.1.1	The positive philosophical choice	79
4.2.2	Coaching toolkit: Kolb's Learning Styles Inventory	80
4.2.3	Working with Integral mapping [AQAL]	80
4.2.4	Coaching toolkit: Assessing levels in lines of intelligence	83
4.2.5	Coaching toolkit: Kolb's experiential learning cycle	84
4.2.6	Coaching toolkit: Process for deepening reflection and observation	86
4.3	Selected case studies	90
4.3.1	Client 1	90
4.3.1.1	Client 2.1	93
4.3.2	Client 2.2.1 – internalised oppression	95
4.3.2.1	Background	96
4.3.2.2	A brief overview of the grievance	96
4.3.2.3	Summary of individual coaching with Client 2.2.1	100
4.3.3	Client 3 – the blame game	103
4.3.3.1	Client 4 and Client 4.1 - reductionism and conflation	107
4.4	Summing-up	109
5.	<i>Findings</i>	110
5.1	Validity of research	111
5.2	Findings on core hypothesis	112
5.3	Research Question 1	112
5.4	Research Question 2	113

5.5	Research Question 3	115
5.6	Research Question 4	115
5.6.1	An instance of failure to help client build alliances	118
5.7	The approach to discourse analysis findings	119
5.8	Discursive themes across divides	121
5.8.1	Theme One: '- but they can't help it'	121
5.8.2	Theme Two: 'First we were not white enough, now we're not black enough'	122
5.8.3	Theme Three: '- it's just reverse discrimination'	123
5.8.4	Theme Four: 'All great minds think alike: all fools generalise'	124
5.8.5	Theme Five: 'Scratch a white, you'll find a racist ...'	126
5.8.6	Theme Six: 'Don't mention the "r" word'	127
5.9	Summary of main points	127
6.	<i>Conclusions and Recommendations</i>	129
6.1	Coaching across teams and moral dilemmas	131
6.2	Successes	132
6.3	My contribution to the field of coaching	133
6.3.1	Coaching and the Integral Operating System	133
6.3.2	Coaching and critical discourse theory	134
6.3.3	The approach taken for this research	135
6.3.4	Further areas identified for research	136
6.4	Limitations and development areas	136
6.5	Potential learnings	137
6.6	Recommendations: Coaching in South Africa	138
	<i>Index of Words</i>	140
	<i>Bibliography</i>	142
	<i>Appendix 1: Phase One: Client 2 - Review After Six 2-hour Sessions</i>	A-2
	<i>Appendix 2: Grid</i>	A-4
	<i>Appendix 3: Phase 1 Pre-Coaching Notes</i>	A-6
	<i>Appendix 4: Feedback on Coaching</i>	A-12
	<i>Appendix 5: Client 2.1: Feedback on Coaching</i>	A-16
	<i>Appendix 6: Transcription 14/10/2004: Conversation between Dorrian Aiken (DA) and Client (M)</i>	A-18

<i>Appendix 7: Transcription 26/10/2004: Conversation between Dorrian Aiken (DA) and Mireille (MM)</i>	<i>A-39</i>
<i>Appendix 8: Transcription 20/07/2005: Conversation between Dorrian Aiken (DA) and MD.....</i>	<i>A-60</i>
<i>Appendix 9: Transcript: Client 1 - Re Empowerment Strategy - Phase Two.....</i>	<i>A-69</i>
<i>Appendix 10: Notes - Stellenbosch ExCo Intervention.....</i>	<i>A-74</i>
<i>Appendix 11: Newspaper Articles</i>	<i>A-81</i>
<i>Appendix 12: Revisiting Communication: A 'New Way' to Manage It</i>	<i>A-94</i>
<i>Appendix 13: Review of AMSA Executive Management Coaching Programme: Group Work and Five Client-Coach Partnerships.....</i>	<i>A-102</i>

List of Figures

1.	First Tier of values levels in evolution, in individuals, in business	26
2.	The coaching project within the Integral Model	37
3.	Four phenomenological approaches to knowledge – each truthful but partial	37
4.	Wilber's Integral Semiotics as 'semiosphere'	48
5.	The business case for an Integral Coaching Model	50
6.	Directional States of Consciousness Growing in Complexity from Matter (Level 1) to Spirit (Level 5)	53
7.	Hierarchy vs. holarchy	56
8.	Five core managerial leadership competencies aligned with AQAL model	59
9.	The managerial-leadership competencies incorporated at each level of work	61
10.	A representation of a natural hierarchy of organisational levels	63
11.	Lines and stages of development	65
12.	Aligning Wilber's AQAL model with Elliott Jaques' Requisite Organisation	67
13.	Strategic objectives in an Integral framework	74
14.	Timelines	74
15.	The first phase of the project	74
16.	Phase Two of the Project	76
17.	Major changes in Phase Three of Project	76
18.	Coaching exploration using the quadrants	82
19.	Negotiating each of the quadrants with Kolb's experiential learning cycle	85
20.	Exploring Upper Left Quadrant using Learning Cycle: Client's inner space	85
21.	'Current Reality' Workshop Feedback plotted on Four Quadrants	88
22.	Refining reflection and observation [RO]	89
23.	Truth/Truthfulness, Version 1	97
24.	Truth/Truthfulness, Version 2	97
25.	Coaching conclusions and decisions	99
26.	Quadrant perspective of identity, power, culture	102
27.	One truth: multiple truthful interpretations	102

Chapter 1

Towards: Coaching Across Divides to Create Alliances for Shared Objectives - an Integral model

In the extremity of its intergroup dynamics, South Africa has always been instructive to those with an international perspective on the issues of interracial and intercultural relations (Steyn, 2003).

1.1 Overview

The emergence of coaching as a profession on the South African horizon proves the point that indeed, as our European colleagues affirm, coaching is increasingly emerging as the main facilitator of individual and organisational development (see, for example, Price (2005)). This is taking place in ever more diverse contexts globally and nationally. The research and case study material in this thesis focuses on the role of coaching and the challenges it faces in creating alliances to reach shared objectives, in a particular place - a corporate environment in a rapidly transforming South Africa. Further research may show relevance of this approach in a broader sphere, though I make no claim to providing evidence for that.

Transformation can mean a movement towards change in many domains: from old economies with strong power and command ethics to more consultative, new economies based on values of support and achievement; from patriarchy to gender inclusivity; from homogeneity to heterogeneity; from Eurocentric cultural domination to cultural pluralism – and more. The prominent transformation context that informs this research, however, is the movement from white-dominated apartheid South Africa to today's new democratic Republic, framed by the company's commitment - as a key strategic objective - to non-negotiable black empowerment.

The perception that current South African conditions are instructive and have value to add on the wider world stage is affirmed by a number of writers and researchers (see for example April, 2005). The dynamics prominent in cross-cultural and inter-group communications in South Africa post-1994 are relevant to the broader context of coaching in the world, and this project researches a particular methodological approach to exploring these dynamics. It is a research approach that appears to be under-theorised in the coaching literature at present: namely, *sociological critical discourse theory* and the identification and interpretation of *discursive terrains*. *Sociological critical discourse theory*, a phenomenological approach, is clearly differentiated here from the structuralist-based research methodology of *discourse analysis*, where semantics, stylistics and syntax, as well as sentence sequences and structures, are taken into account. This approach is explicitly excluded in this work, and in no way should be inferred. The focus in this work is the relation between multiple discourses or narratives, as

‘fields’ including linguistics and other forms of language, and socio-economic and political practice.

A central premise is that perceptions of marginalisation or ‘wounding’ form the coach’s critical entry point to creating alliances across divides. These perceptions may be explicit, buried or denied; however, they create the territory for contested discourses. This research project suggests an approach to render these entry points more accessible to coaches and clients, a multi-model coaching process to assist the client in ‘healing the wound’ with support and empathy.

Another assertion is that contested discursive terrain in South Africa today may offer important insights on a particular aspect of contested discursive terrain in a global dimension: namely the increasing body of literature with reference to ‘*global whiteness*’ and its accompanying ideological assumptions. One need only do a web-search on Google using the words ‘global whiteness’ to realise the scope of ongoing research and debate.

The research project took place between August 2003 and June 2005 in three separate phases in a financial services company of 80 employees. The project tracks nine coaching clients across three levels, five at senior executive level, three at middle management level, and one employee. The three phases were not specified in the original research design, and came about because the client site experienced major and unanticipated organisational changes, including a planned merger, rejected at the eleventh hour.

1.2 Ethics

A precondition of coaching across divides to create alliances for a shared purpose is that those involved in the coaching journey actively want to overcome the barriers that stand in the way of the best outcomes for the business.

The ethics on which I base my coaching work have been informed by those of the European Mentoring and Coaching Council, the International Coaching Federation, and the South African Bill of Rights. The core values and standards for good coaching practice include respect, compassion, integrity, to serve the best interest of the client, to serve with awareness of justice, human rights and autonomy, and to maintain professional competence and self-improvement. These ethics serve coaching clients, my colleagues, the organisations and communities I work in, the profession of coaching and myself.

Clients are informed about the process of coaching and its outcomes-based focus. We also discuss coaching in relation to therapy, counselling and mentoring. The term of the contract is confirmed, as well as fee obligations. Ethical considerations and confidentiality are discussed, particularly if the context of the coaching is within, and being paid for by, a profit-based

business. Boundaries around company (and team) access to feedback on individual coaching sessions are set.

Permission is sought for the use of notes and taped sessions from coaching, on the understanding that anonymity of clients in excerpts from transcripts and that of the company are upheld. To that end, an allocated number and/or position identify clients in this document – e.g. MD and Client 1. The company featured in this research project is referred to by the arbitrary acronym AMSA (“Asset Managers South Africa”) throughout this document.

Data attached as appendices to this document, which disclose the identity of the company and real names of clients, are used only where they are absolutely necessary to validate the research findings, and will not be disseminated by me (without regard for the anonymity of the clients and the client site) or by the research project examining body *under any circumstances*.

The full transcript texts and body of notes from the coaching sessions (over 500 pages), as well as relevant company documents that have formed the terms of reference for this research project, will be made available *to the examiners of this research project only*, on request, if needed for purposes of validating the research findings herein.

1.3 Research project topic

‘Coaching to create alliances across divides towards shared objectives: an Integral model.’

Each word in the topic title above is a key element that constitutes the defining territory. I have elaborated on the specific meanings attached to the terms in the course of writing this research project. However, a critical perspective on the meaning and use of the terms *Integral* and *managerial leader*, are included in Chapter Two under Literature Review.

1.4 Research project aim

To research and develop an *Integral* coaching framework for *managerial leaders* to grow skills in fostering alliances across divides in support of organisational aims and objectives.

Note: A second aim – to develop a train-the-trainer coaching process for the sustainable delivery of this coaching model – was not developed for this project owing to changes in the organisation that affected the original project scope.

1.5 Research questions

1. Can *managerial leaders* representing diverse groups be coached to build alliances across divides in the interests of an organisationally shared concern?

2. Can an *Integral* coaching model assist managerial leaders to bring about sustainable positive transformation to the organisational culture, such that it supports the achievement of business objectives?
3. How does an Integral coaching framework facilitate the development of people and organisational aims in line with the Investors in People standard of good practice, currently supported on my client site?
4. What are the interpretive paths by which people form alliances in order to develop a shared concern in support of an organisation's aims and objectives?

1.6 Research project assumptions

1. This project makes an explicit distinction between, and separation of, the terms *diversity* and *culture*. (The word 'culture' is defined in the context of this research project in Section 1.9.) In South Africa, in organisations and teams, the words 'diversity' and 'cultural diversity' are invariably euphemisms for perceived *racial* difference. In South Africa at this present time there is resistance to the very word *racism* - particularly, but not exclusively, by those who defined the power group in the previous dispensation. This is clearly evident in the organisational culture of my research site. An assumption is that coaching can play a critical role in raising these sensitive and taboo issues with relative safety 'above the waterline'.
2. The significance of raising issues 'above the waterline' is the assumption that issues of diversity - like race - appear to be obstacles towards achieving shared objectives, especially when they are conflated with, substituted by or reduced to other factors that influence performance - such as consistent processes, standards and practices in performance management and leadership skills. An Integral coaching process can separate these convoluted strands so that each is appropriately and fully understood and dealt with.
3. Top levels of management typically do not attend training or workshops that are made available to middle and lower echelons. Hence awareness of shifting paradigms, in a world challenged by rapid and multiple forms of transformation, is often limited. An Integral coaching process can help people at the top of organisations, who set the goals and develop policies for their direction, reduce the costly risk of being 'out of touch'.
4. The underpinning theory and practice of this coaching model will disclose individual and group values and beliefs (interior states), in relation to the manifest behaviours and structures (exterior states) by means of 'decoding' clients' narrative - interpreting the forms of discourse (as defined in the context of its use in this project in Section 1.8.2), practices and identities prevalent in the research site.
5. The coaching outcome is to encourage reflection in order to raise awareness (raise consciousness) in clients of the construction of 'self', and the meanings one attaches to 'other': that, apart from - indeed in spite of - life skills training, performance management structures, appropriate policies and processes that might be in place, deeply-

held personal beliefs (limiting or positive) can impact on performance in individuals and teams. This newly-flexed awareness of the integral relation between the inner space of individual and organisational culture, and its impact upon the external world of performance and manifest behaviours, is intended to translate to sustained behaviour change, such that behaviours provide opportunity for positive choices that maximise alliances towards shared objectives.

1.7 Delimiting the coaching context

The research project is situated in the financial sector of a large corporate institution (6 000 employees) in South Africa. What follows contextualises my background with this particular company (herein referred to by the acronym of AMSA – ‘Asset Managers South Africa’) and the circumstances that led to the point where I began this research project:

I was introduced to the parent organisation in 2000 when I was asked by its Employment Equity Officer (now Employment Equity Director) to undertake a nation-wide analysis of the gap between the organisation’s Employment Equity policy and its practical application as experienced by employees, focusing particularly on how practice was informed by the organisation’s espoused values. The Employment Equity Director was (and is still today) responsible for the transformation of the organisation in respect of compliance with South African labour legislation post-1994, in particular the Employment Equity Act promulgated in 1996, the Basic Conditions of Employment Act and the Skills Development Act.

My special area of research and consultation in South Africa has focused for some eight years on understanding racism in South Africa and helping teams and organisations design good practice to contradict particularly racism in the workplace (while not excluding awareness of other ‘isms’ like sexism). I had researched a project similar to my client’s current brief when he was Human Resource director at his previous organisation; we had similar concerns regarding the complexity of effecting successful transformation in organisational culture while maintaining an efficient and viable business environment. We also shared a commitment to the moral and social imperative to drive transformation, in spite of considerable resistance to change from certain sectors.

With his experience in human resources, my client was increasingly aware of the conflation of the impact of inadequate performance management structures, processes and behaviours with perceptions of racism and racial discrimination. My professional work is particularly focused on teasing apart these conflations and guiding clients to sustained behaviour change in respect of appropriate performance management structures, processes and behaviours on the one hand, and awareness of the impact of racial discrimination (and other forms of marginalisation) on the other.

The organisation's values, as they were espoused, had resulted from a major and recent pioneering exercise, begun in 1998, in collective engagement with staff from grass-roots level to senior level (driven by the then-head of Human Resources). Working groups across the country collaborated in deciding the desired values for the organisation. The collaboration was widely praised and welcomed by a staff accustomed to top-down decision-making with little or no consultation, and the resulting values were warmly accepted.

However, the survey I undertook and presented in late 2000 revealed that there was widespread disenchantment felt by middle management, and by employees in general, in respect of incongruence between employment equity policy and practice - and in particular, cynicism regarding the outcome of the values exercise, and a perception of disrespect at the top for the process of consultation. The over-riding perception country-wide was that top managers and directors were not 'walking the talk'. The espoused values did not result in matching behaviours, leading to reported feelings of frustration, anger, and disempowerment, particularly from black employees - not least amongst long-term black employees who had had their hopes raised at the notion of a transformed organisational culture that, at long last, would reflect the expectations and demographics of the new South Africa.

In 2001, I became aware that South Africa's Department of Labour was in negotiation with the EU on the funding of a pilot project involving a large number of organisations in South Africa, in support of the National Skills Development Strategy. This resulted in funding to implement the UK Investors in People Standard, the world-class management effectiveness standard for the development of people in the workplace. I became involved in the pilot project as a registered advisor and assessor, and recommended, in the light of the gap-analysis report I had recently submitted to the organisation, that the Investors in People process might greatly facilitate transformation of the organisational culture, while drawing attention to much-needed good management practices. It would also perhaps provide the mechanisms to ensure that practices were standardised over the several business units of the organisation.

The CEO committed the organisation to achieving the standard, and I was elected to undertake an Investors in People assessment of this organisation in 2002. The outcome was the achievement of three out of 12 indicators of good practice. The organisation at that time had elected as a whole to seek accreditation against the Investors in People Standard. A decision was then taken that they would pursue a 'building block' approach in order to achieve the standard within the next 12 months, and that each business unit would seek accreditation independently until every one had achieved the standard.

I then became the Investors in People advisor to the organisation, and the asset management business unit (a company in its own right, herein called AMSA) became my principle clients in their drive to achieve the standard.

AMSA had been interviewed by me during the course of their first Investors in People assessment, and I was invited to present to them on what they might need to do differently in order to achieve the standard at the assessment looming less than 12 months away – the end of 2003. The company Executive Committee (ExCo) cited lack of trust, demotivation, falling performance in the market, and labour turnover as key areas that needed turn-around. I then proposed to AMSA's ExCo that they become the site of a coaching research project.

I had enrolled in September 2002 in the post-graduate programme set up in South Africa by I-Coach, accredited by the University of Middlesex. A key motivation for my wanting to pursue this course of study was the awareness that the team work, consultation and training I had been doing to address transformation needs and contradict racist environments since 1997 seldom resulted in sustainable behaviour change, such that would impact positively on organisational culture and align with optimising organisational objectives. This was in spite of favourable feedback by over 1 000 individuals from organisations of all shapes and sizes, in education, government and the private sector.

The participants in the workshops and consultative processes were typically middle managers and a cross-section of employees – seldom were senior managers or directors present. Without these key decision-makers taking part in the experiences and needs expressed at these sessions, participants returned to an untransformed workplace where they had little positional power to effect any change. I found that my work could often open a 'can of worms' instead of leading to positive resolution: the participants returned alerted to, and inspired to change, policies and practices, and were often met by lack of engagement from the top.

Hence my decision to turn to coaching as an entrée to a conversation on change led from the top of an organisation. Literature on coaching in Europe and America suggested an encouraging rate of success in coaching for change management, leadership development and performance management by entering into one-on-one relationships with key managers. AMSA suggested itself as an ideal site to research the efficacy of a coaching approach.

The company itself created a clear context for the coaching project, which I had already determined would be based on developing a framework (theory and praxis) for creating positive alliances amongst a diverse group of individuals towards a common objective. The coaching takes place within the boundary of three projects identified by the executive as core to company strategic objectives: their **Enabling Culture Project**, the **Investors in People Best Practice Standard**, and their **Empowerment Strategy**.

1.7.1 Enabling Culture Project

A brief overview of the *Enabling Culture Project* objectives is critical to situate the focus in the coaching journey, as it is the driver for aligning organisational culture with the

achievement of business excellence. The project concept statement cites the business reasons for the project as:

- *The importance of aligning our culture (values, practices and behaviours) with strategic goals, objectives and tasks is critical in the achievement of our vision/mission.*
- *Achieving our vision will require a desired future state of SERVICE EXCELLENCE, irrespective of whether we are dealing with our external clients, or internally with each other. SERVICE EXCELLENCE is dependent on what we do, and how well we do it.*
- *Entrenching, recognising and living the Corporate Values at AMSA [an arbitrary acronym to protect the anonymity of the company] is critical if we are to achieve the above. We need to involve all staff at AMSA to ensure that sufficient support and buy-in is obtained regarding all behaviours/practices required to support the values that ultimately create the culture. We also require tools to entrench and manage the desired culture (AMSA, 2002.)*

1.7.2 Investors in People Standard

The achieving of the *Investors in People Standard* is linked to the Enabling Culture project objectives as the ‘tools to entrench and manage the desired culture’ and is an indicator of AMSA’s level of success in meeting its objectives. The introduction of the Investors in People Standard into South Africa and its potential in accelerating positive change has had a direct influence on the direction I have chosen in my coaching research.

The introduction of the *Investors in People Standard* to South African organisations is a research topic in its own right, and as a registered assessor and advisor of the Standard, I have accumulated experience on several client sites since 2003. Suffice to mention here that its impact is two-fold in my experience: first of all, on management effectiveness and staff accountability - the areas one would expect to see improve as a result of meeting the evidence required by the Standard; secondly, and very significantly, on accelerating transformation in terms of racial inclusiveness.

In 2002, while training on the pilot project, I was one of a four-member team elected by the *Investors in People* executive body on behalf of the Department of Labour to open debate on the interpretation of the wording of the indicators and evidence requirements, relevant to a South Africa transforming from an apartheid past.

To give the flavour of the debate, here is one of several possible examples from the Standard – Indicator Four (the Standard has since been updated, the new version being launched in the UK in November 2004): *The organisation is committed to ensuring equality of opportunity in the development of its people.* The evidence sought is that top managers and managers can describe strategies and actions taken to ensure equality of opportunity in the development of its people, and that people can confirm that these actions take place. A cleaner in an organisation,

for example, ought to be able to confirm that they do indeed receive regular and up-to-date training in the best use of the latest dusters, hoovers and cleaning agents, in line with the assertions of their managers and their top leaders that they do.

In a South African organisation, someone who has been a cleaner for the past 12 or 20 years is most likely to be a woman, and even more likely to be Black – specifically African, rather than Indian/Asian or Coloured. In apartheid South Africa, African women have been treated as the lowest in the racial pecking order. Such a person may indeed be able to confirm that she had been offered this training - and in line with the Investors in People evidence required, the organisation could proudly tick that box! But before they can really tick that box in the South African context, each significant employer of black people would need to take into account the aspirations and potential of black staff previously denied access to other job opportunities on the basis of their skin colour. Surely ‘equality of opportunity’ to train or develop in the context of a South African organisation compared with a United Kingdom organisation urgently needs contextualising. For the Investors in People Standard originated in the UK, and today is owned by UK Section 21 company whose staff see to quality control and also deliver training within the UK and elsewhere in the world, including South Africa.

Having experienced frustration on the part of the participants in the group workshops on racism I facilitated in being unable to effect change in the workplace, I believed that the Investors in People Standard would become a factor in improved organisational effectiveness only when it could genuinely and contextually include employment equity and transformation concerns as part of its ambit. I further speculated that this could happen only with *changed hearts and minds*, role-modelled from the top of every organisation. The most prevalent and moving feedback from participants in the workshops I have facilitated recount their having to reach deep within themselves to that place where limiting assumptions about self and others are internalised, and (often unconsciously) acted upon: having to lift these into conscious reflection led to their written intention of changed actions. Removing limiting assumptions about self and others, along with the management effectiveness that the Investors in People Standard could support and which AMSA had committed to, was to be a key focus of my coaching process.

1.7.3 Empowerment Strategy

Equally critical for the development of this coaching framework and the methodology is the *Empowerment Strategy*, the key objectives of which are set out in full below:

AMSA Limited [an arbitrary acronym to protect the anonymity of the company] *commits to deliver on the promise of empowerment, and believes that this promise is legitimate because:*

- *Empowerment is a competitive advantage. The market will reward companies that are sensitive and responsive to social needs of the community. Not all companies will*

succeed in implementing empowerment, and those that are successful will have a competitive edge above the others.

- *Empowerment fosters diversity, and diversity in turn breeds strength. It is only through the synthesis of diverse cultures, skills and ideas that our company will become the best that it can possibly be.*
- *Empowerment is good corporate citizenship. It is the responsibility of all citizens to redress the prevailing imbalances created by the history of South Africa.*
- *Empowerment is necessary for economic growth. It is unlikely that the economy of the country will grow substantially for as long as the majority of the population is excluded from the mainstream of economic activity.*
- *Empowerment is necessary for the future of the country. Exclusion of one sector of the population from mainstream economic participation cannot be sustained indefinitely.*
- *We believe that empowerment and being a mainstream player in our chosen industry competing against all other players are not mutually exclusive. For this reason, we intend to retain our position as the leading empowerment company in our industry (AMSA, 2002).*

1.8 Background and problem identification

A recent coaching conference in SA entitled “Coaching Across Cultures” positioned the challenges as:

working with all of our diversity and differences: gender and sexual preference, race/skin colour, world views, religions, ages/generations, political views, power, physical ability, IQ, EQ, SQ, nationality, language (The Coaching Centre, 2005).

These terms occur in the coaching literature and in the media frequently loosely grouped under the umbrella of ‘cultural diversity’. This grouping raises several questions of interpretation in relation to coaching: categories of difference like gender and sexual preference, race/skin colour, world views, religions, ages/generations, political views, power, physical ability, IQ, emotional intelligence, spiritual intelligence, nationality, language do not mean identical things from person to person, and from place to place; and we cannot assume that the possibilities for meaning are equitably distributed across participants in a given socio-cultural space.

1.8.1 South Africa as exemplar

The question arises: is coaching across divides in South Africa any different from the challenges of coaching across divides elsewhere in the world? The obvious particularity that defines South Africa at present is that it is in the throes of transforming from an apartheid past to an inclusive democracy. While coaching across cultures in South Africa arguably shares

common features with coaching across cultures around the world, South Africa presents particular challenges and opportunities. In the view of Dr Don Beck (author with Christopher Cowan of *Spiral Dynamics*) who visited South Africa several times immediately prior to the historical elections of 1994, the country offered three emergent possibilities – that:

1. something entirely different, yet just and democratic, was waiting to be discovered;
2. this would be managed by new, more complex levels of thinking; and
3. South Africans could point the way for the true integration of the entire planet (Roemischer, 2002).

Beck speaks of apartheid as not the *problem* but the *symptom*:

... a symptom of the inability to figure out a meshing of European and African modes of thought, to stitch together a new South African fabric. I went to South Africa because I believed that something entirely different, yet just and democratic, was waiting to be discovered, managed by new, more complex levels of thinking that would appear, driven by the Life Conditions they all faced together. If the social mosaics could successfully work together for the common good, I believed that South Africans could point the way for the true integration of the entire planet. I felt that if I could discover the nature of the deep conflict, perhaps I could work behind the scenes in empowering them to bridge their own great divides. (Roemischer, 2002)

This research project attempts to identify the ‘something’ that is ‘different’, and suggest a coaching model to manage it with ‘new, more complex levels of thinking’ that can be extrapolated to coaching within diverse situations globally.

Coaching to shift assumptions and perspectives (reframing) is fundamental to the coaching process in general – and there are many validated approaches adapted from other disciplines, especially psychology: Gestalt, George Kelly’s personal construct theory, Cognitive Behaviour Therapy, Transactional Analysis, Neuro-Linguistic Programming, for example. While there is existent literature on coaching across cultures (a seminal text being Rosinski, 2003), the ongoing South African experience of transformation highlights an area of research that has been articulated in a number of disciplines like sociology, linguistics, critical theory, cultural theory and communications – but not yet integrated in a coherent coaching theory or practice: discursive terrain. The *discursive territory* in which all these possible coaching processes and practices takes place is the focus for the theoretical underpinning of the coaching model proposed here.

1.8.2 The discursive terrain

... to us theories are liberating and exciting. A theory allows one to be creative while, at the same time, setting limits on that creativity (Fransella and Reed, 1998).

A discursive terrain can be described as a particular space that is intersected by a multiplicity of discourses that exist simultaneously within that space at any one time. Changing *life conditions* (Beck and Cowan, 1996) result in emergent discursive formations - competing, conflicting, combining in a swirling dynamic flow that creates the conditions for the reframing, and changing, of social identities.

Herewith are the definitions of ‘discourse’ used in this work:

Discourses are the product of social, historical and institutional formations, and meanings are produced by these institutionalised discourses.... [E]veryone is predated by established discourse in which various subjectivities are represented already – for instance, those of class, gender, nation, ethnicity, age, family and individuality. We establish and experience our own individuality by ‘inhabiting’ numbers of such discursive subjectivities (some of which confirm each other; others however coexist far from peacefully).

The theory of discourse proposes that individuality itself is the site, as it were, on which socially produced and historically established discourses are reproduced and regulated. ...

Thus discourses are power relations. It follows that much of the social sense-making we’re subjected to – in the media, at school, in conversation – is the working through of ideological struggle between different discourses. ... [T]hough discourse may be traced in text,... discourses are not themselves textual (Fiske, 1983).

I found it useful here to take a step back in time for a reference point in the evolution of discourse theory: the development of the radical philosophy movement in the aftermath of the workers’ and students’ uprisings in France of May 1968 (see Lambley, née Aiken, (1992)). Under its influence, academia opened the door (albeit reluctantly) to the ineluctable emergence of multi-disciplinary research, an inspirational interweaving of sociology, psychology, politics, history, economics, linguistics, art theory, semiotics and philosophy, and more. An exemplar of this multi-focused critical lens is the work of the late Raymond Williams – a coalminer’s son and Cambridge luminary whose extraordinary range of critical writing was fuelled perhaps by the class discrepancies in the worlds he straddled. His re-readings (see for example Williams, 1977; 1980) of Marxism for culture and literature, via such theorists as Gramsci and Althusser, explored the intricacies of social change in the face of traditional entrenched social practices. The relevance of this detour in respect of coaching practice is Raymond Williams’ widely-praised analysis of *dominant cultural discourse*.

Williams (1980: 40) articulates the concept of dominant cultural discourse: “In any society, in any particular period, there is a central system of practices, meanings and values which we can call dominant and effective”, and within this concept of dominant cultural discourse, he describes two movements of residual and emergent cultures (refer to Glossary for meaning usage of the word ‘culture’). Residual refers to elements of experiences, meanings and values

belonging to a previous social formation and which linger on in a practised form; often these traces are incorporated into the dominant culture. Emergent cultural practices are evident in the “new practices, new significances and experiences (which) are constantly being created” but they are incorporated more easily into the dominant culture because “they are part - and yet not a defined part - of effective contemporary practice”.

He also describes alternative and oppositional movements within dominant social structures: these allow for “alternative meanings and values, the alternative opinions and attitudes, even some alternative sense of the world, which can be accommodated and tolerated within a particular effective and dominant culture.” According to Williams, the degree to which alternative and oppositional movements exist in a society is open to constant historical variation, and depend upon “very precise social and political forces” and are significant as such in understanding the dominant culture. Williams also stresses the operation of what he termed the selective tradition: the way in which, from a whole possible area of past and present, certain meanings and practices are chosen for emphasis, while certain other meanings and practices are neglected and excluded.

To apply Williams’ theory of the selective tradition and the existence of alternative and oppositional movements to the South African context *prior* to 1994, the thrust towards change (and the potential for tragedy) was the refusal of the accommodation of alternative and oppositional movements, throwing up an impasse of intolerance, a fatal conflict between oppositional discourses and the dominant discourse. *After* 1994, the terms of alternative and oppositional movements are no longer clearly defined as the country struggles to evolve a *dominant culture*. Arguably it is easier to identify moments of emergent, residual, alternative or oppositional discourses than to define with any certainty the dominant discourse of the new South Africa as a nation.

My point in choosing this particular benchmark in discourse theory is this: Williams theorised a particular selective tradition in which emergent and residual movements, and alternative and oppositional movements co-existed with, were co-opted into or contested by a *dominant cultural discourse*. He situates his theory of cultural appropriation and change within a *particular selective tradition* that is dominant in much of the countries of the ‘first world’ – Western Europe and North America – and many of those countries co-opted by colonial expansionism since the 1700s: a selective embedded Eurocentric tradition.

South Africa was one of those colonised territories. A significant, if not unique, difference can be attributed to cultural movements, appropriation and change in South Africa post-1994: I suggest it is not yet possible at this moment in 2005 to theorise emergent and residual movements, and alternative and oppositional movements of culture *within the frame of a dominant cultural discourse*. It is *precisely* the selective tradition of pre-1994, apartheid South

Africa - basically a 350-year-old Eurocentric discourse - that is being contested and unsettled, resulting in:

a substantial reframing of the social identities forged within the old apartheid certainties, and [requiring] complex individual and collective psychological adjustments as the population moves into an indeterminate future (Steyn, 2003: 1-2).

South Africa today is in a dynamic state of change at macro and micro level in every possible domain – personal, inter-personal and institutional. Caught up with the exhilaration of successes in orchestrating and managing change on many fronts are also frustrations, anger, fears and incomprehension, not least about identities and cultures. An example is the furious debates that rage over the 57 000 proposed name changes across the country, affecting streets, towns, cities, rivers and even mountain ranges - how powerfully has this raised conflicting notions of culture and identity, of belonging and displacement!

See also Eaton's (2005) article entitled "'Hoeveel onse in jou pond, ou maat? Viva Gazania!': Tom Eaton on being white in SA today":

I still don't know if I'm allowed to call myself an African. I'd very much like to, but only if it doesn't piss anyone off. If I am an African, then that's super. If I'm not but could be under certain circumstances, would somebody please tell me so I can find out what I need to do to apply? And if I'm not and never could be, then break it to me gently and I'll start the process of deciding whether I want to live as an expatriate in the land my ancestors have called home for eight generations, or return to a European mother continent I regard as stifling, insidiously racist, overcrowded, unmotivated, polluted, callous, cynical, ugly and hell-bent on leeching as much of Africa's exhausted physical resources as it can before its electorate starts worrying about Congolese immigrants and tells it to stop.

In addition, an acrimonious exchange of opinions via articles and letters to the press was precipitated by an article written by Professor Malegapuru Makgoba, "Wrath of dethroned white males" (Makgoba, 2005), comparing the white male in South Africa to primates (baboons in particular):

I use this example because baboons are familiar to most South Africans; they are among our closest primate relatives genetically and a totem for some Africans. African people have been referred to as bobbejaan and at times shot and killed by certain white males who apparently 'confuse or mistake' us for baboons.

More importantly, I use this example because humankind is reflective and should do better than our primate relatives; also because the dethroned white male in South Africa is playing the same role as dethroned baboon troop leaders do.

Professor Robert Morrell responded an article entitled "White, male, democrat, African" (Morrell, 2005):

In Makgoba's terms, in universities undergoing transformation, it is white males generally who are being explicitly identified as 'the enemy'. White men are simply treated as an aggregation, all the same and to be moved aside now that a new era has dawned, regardless of their political commitment and contribution.

Is there a place for white men in South African universities? In some universities they have been explicitly told that leadership positions are not available. They have been told that they need to step back and allow other identified minority groups to move into positions to ensure a demography reflecting the country's population. But at the same time, these men have collectively contributed a great deal and still have much to offer.

The corporate environment offers a microcosm of this complex multi-layered territory.

The more complex and layered the transformation, the more opportunity there is for individual disorientation, for group conflict. This dissertation proposes that if we, as coaches, can recognise and theorise the territories of contested discourses in our organisations in South Africa today, arguably we would have access to mapping a nuanced complexity in working with clients across divides towards shared objectives that may add value to existing coaching models.

White males, both English- and Afrikaans-speaking, have historically dominated organisational hierarchies in South African corporate life. Therefore, more than a decade after the elections of 1994, the discourse and economic hegemony at the top of the corporate structures still reflect Eurocentric cultural dominance, though there has been increasing momentum on transforming this hierarchy to be demographically representative, driven primarily by labour legislation in the first instance, and rather more slowly by economic common sense. Hence the corporate environment offers an intensive bounded 'laboratory', as it were, of ideological power struggles. Terry Eagleton (1991: 223) suggests that active political struggle is the one place where "forms of consciousness may be transformed literally overnight". Perhaps another such place is the struggle for economic hegemony in a country where the stakes are high for all groups emerging from the rigours of apartheid social engineering.

Owing to the daunting scope of the topic, I have not attempted in this book to compare the South African transition (pre-1994 and post-1994 to the present) to discursive terrains in countries and nations where there have been radical changes in social order – the focus of this book is the displacing of Eurocentric and particularly 'whiteness' ideology in South Africa. However, anecdotal research suggests that social/political upheavals and power struggles in places like Russia, East Germany, Poland, have not fundamentally challenged the dominant cultural discourse for those peoples, as I maintain is the case in South Africa while there may well be appropriate analogies in African nations like Namibia and Zimbabwe.

1.8.3 Ideology

No discussion of discourse theory can overlook the concept of ideology.

Ideology has to do with the system of coding orientations which position individuals in such a way that options in genre, register and language are made selectively available (with divisions along lines of class, gender, ethnicity and generation). The introduction of ideology into discourse theory facilitates accounting for the tensions by which culture is forced to change. By way of example, in declaring 11 official languages, the new government since 1994 in South Africa has been engaged in an explicit campaign of combating inequalities, by eroding and reframing the historically dominant discourse, in a crucial recognition of the transforming potential and realignment of contexts of textual and linguistic resources. However, more particularly, I take up Eagleton's (1991) positioning of ideology as "a matter of 'discourse' rather than of 'language' – of certain discursive effects, rather than of signification as such." His elaboration is significant in the theoretical underpinning of the coaching framework proposed in this thesis:

[Ideology] represents the points where power impacts upon certain utterances and inscribes itself tacitly within them. But it is not therefore to be equated with just any form of discursive partisanship, 'interested' speech or rhetorical bias; rather the concept of ideology aims to disclose something of the relation between an utterance and its material conditions of possibility, when those conditions of possibility are viewed in the light of certain power-struggles central to the reproduction of a whole form of social life (Eagleton, 1991: 223).

Social power depends on the range of options available to an individual, the extent to which these can be used for purposes of control, submission or negotiation, and the degree to which these options can be taken up in order to transform the context which makes them available.

1.8.4 Eurocentricity and 'whiteness ideology'

The awesome power of race as an ideology resides precisely in its ability to pass as a feature of the natural landscape (Jacobson, 1998).

What were the boundaries, in South Africa, of the dominant discourse prior to 1994? More than its Eurocentric origins and traditions, it was clearly defined by 'whiteness'. Research into the construction of whiteness is critical for coaching to create alliances across divides in South Africa today: there are many in South Africa today who still perceive that "the pleasures of whiteness" offer "public and psychological wage" (see Steyn (2001). Before the election of 1994, 38 million 'black' South Africans outnumbered seven million 'white' citizens who managed power and control: an effective strategy in the maintenance of apartheid inevitably proved to be *delegated power and privilege* – hence, for example, in this research project there are those who were labelled 'Coloured' under the Apartheid dispensation, who today echo the widely-voiced lament: "First we weren't white enough, now we're not black enough".

Apartheid's white minority effectively incorporated the delegated power of those who were not classified white yet bought into whiteness ideology – the Tricameral parliament (which excluded black African but included Asian and Coloured representation) set up in the 1980s is a vivid example.

Steyn (2003: 5-6) remarks on the way in which *whiteness* in South Africa retains and nurtures its sense of bond with other centres of whiteness, asserting “Eurocentric expectations of privilege relative to the globe’s ‘less civilised’ ‘others’ – expectations that have solidified into a sense of entitlement – form the common uniting structure of feeling”. Steyn cites publications of literature on *whiteness* emerging from international contexts other than the US, like Australia, Britain, Canada, India, Japan and Latin America, Kenya, and New Zealand (Steyn, 2003: 16) and comments that “The construction of whiteness ... still shapes the postcolonial world we live in” (Steyn, 2003: 17).

1.9 Core hypothesis

A core hypothesis of this thesis, illustrated with case study material, is that in teams and organisational life the most formidable obstacle to forming positive alliances towards shared objectives emerges as (often subliminal) awareness among individuals of a particular aspect of *difference that has been more prominently articulated relative to any other*. This is especially the case when this aspect has been embedded historically and institutionally – as in legalised discrimination on the basis of race and gender. As a result, limiting assumptions either about self or about others are internalised, resulting in perceptions of inferiority in some and superiority in others. Wherever these internalised limiting perceptions of self or of others reside ‘below the waterline’ – that is, in the realm of the unsayable, of insinuation, of intimations and covert alliances - individuals, teams and organisations will be inevitably disempowered in their thrust towards strategic goals. Internalised buy-in to a discourse, especially when oppressive, happens when

the prevailing articulations ... become sedimented through the weightiness of habit and time. [T]he meanings seem to have been permanent, just simply ‘common sense’ and ‘objective’. Because the ‘objective’ hides the fact that the prevailing sense-making is actually dependent on the suppression of other possibilities, the objective is ideological (Steyn, 2003: 47).

The coaching task is to deconstruct discourse in order to disclose the contingency of discourse, and reconstruct along emergent positive discourse alliances.

My preference is to use the words ‘discourse’ and ‘discursive terrain’ rather than the words ‘culture’ or ‘cultural diversity’ in the identifying of *divides*. My understanding of the word ‘culture’ in use in this research project is informed by the following definition:

The term culture is multi-discursive; it can be mobilised in a number of different discourses. This means you cannot import a fixed definition into any and every context and expect it to make sense. What you have to do is identify the discursive context itself.

...

Culture is now seen as a determining and not just a determined part of social activity, and therefore culture is a significant sphere for the reproduction of social power inequalities (Fiske, 1983: 57-59).

Also *culture* is described in a UNESCO document from 2002 as the

set of distinctive spiritual, material, intellectual and emotional features of society or a social group and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.

This by no means exhausts the concept but it usefully illustrates an Integral multi-faceted approach to culture. We have moved a long way from the 18th- and 19th-century European conception of culture as a word with no plural – you have it or you don't: a conception which identified inequalities within European societies, and between European powers and their colonies, where to be 'cultured' is to be 'civilised' and 'enlightened' *versus* uncouth, uncultivated, the wild heart of darkness. Today we can celebrate the embracing Integral description of cultures set out in the UNESCO document; yet though this early concept of *culture* (with no plural) is widely rejected, its Eurocentric influence, in Africa as elsewhere in the world, persists.

'Diversity' and 'culture' in SA have been overwhelmingly euphemisms for colour difference experienced as racism – muted yet seething under the thrilling proposition of the new South Africa as an emergent over-arching rainbow of multi-cultural identities. The existence of a particular difference that is a prominent source of cultural conflict does not make the other diversity issues less necessary to acknowledge and work with overall. It is especially important, however, to acknowledge the way in which the term cultural diversity becomes a euphemism for the one aspect of diversity that dominated the lives of all groups in South Africa, black and white, and even Chinese/Japanese identities were scooped in the bizarre institutional practices that were the operating mechanisms for apartheid – separate development (but by no means equal access to development) based on colour.

For example, the Chinese were classified as 'non-whites', the Japanese as 'honorary whites'. A fascinating reference is the work of Melanie Yap and Dianne Leong Man: ***Colour, Confusion and Concessions: The History of the Chinese in South Africa***. It is a rigorously researched account of the evolution of apartheid's social engineering, its draconian legislation and in particular, its impact on Chinese communities in South Africa. They point out, for example, (Yap and Leong Man, 1996: 317):

As second and third generation descendants of free traders who had settled in South Africa from the 1870s onwards, the Chinese, in the late 1940s numbered 4 340 men, women and children – a miniscule minority in a population of 11 million. ...

Prior to 1950 Chinese were included in the broad category of 'Asiatic' for the implementation of laws relating to immigration, acquisition of property, employment and the like. With the racial classification of all South Africans in terms of the 1950 Population Registration Act, the Chinese were placed in the Coloured group ...

The relevant point is that, whether it is racism in South Africa, religious affiliations in Ireland or perceptions of ethnic superiority in Kosovo, when the most hurtful, conflict-ridden barrier to equality of respect is named and brought into the light, it creates the space to heal, to unlearn and relearn. The new learnings create the opportunity to nurture the compassion and harmony needed to sustain a genuine multi-culturalism by opening the necessary reflective space in which other less prominent yet no less painful inequalities can be raised – like sexism and homophobia. In the workspaces that people share in South Africa today, where many large institutions have zero-tolerance policies for discrimination in the workplace, subliminal hurts and resentments, and limiting assumptions about 'the other', affect performance.

1.10 Self-reflexivity

Steyn (2003) highlights the need for self-awareness through the literature on whiteness in raising the difficulties of working within a racial category and *on* a racial category that is not one's own. The responsibility and challenge for the coach is, aligned with Steyn's view, "a rigorous sense of the politics of one's location, coupled with commitment to the theoretical and ideological underpinnings of whiteness studies" to negotiate a path "through the entrapment of race" (Steyn, 2003: 57).

In working with clients in this project, I have drawn attention to the several groups with which I identify. For example, I have drawn attention to my whiteness in relation to black clients; to my gender; and to perceptions of my affiliation with positional power and the potential impact on trust for clients below executive level in the organisational hierarchy.

I have also been aware of unsettling reverberations in myself, some fleeting, some more profound, in reflecting on not only how am I perceived, but how I perceive and react. I have used these instances where I have been conscious of them as moments of insight, possibly of projection, of transference, of unconsciousness made explicit, of emotional and defensive triggers on my own personal journey towards increased wisdom.

1.11 Conclusion: a summary of central premises

Subliminal or unnamed contesting discourses impact negatively on performance – they undermine optimum alliances towards reaching shared objectives. Each discursive entity – be it individual or cultural group – in conflict with any other articulates its difference or differences with the ‘other’ on particular fault lines. When fault lines are articulated through institutional practice, whether formal or informal, the power inequalities that result tend to find expression in internalised belief systems and practices that can lead to an ideology of superiority of one group over another.

Creating alliances across divides is sustainable only when the particular fault line that causes the most conflict is openly named and worked with as the entry point: for example, in South Africa, racism has been the most articulated area of division amongst groups.

Post-1994 South Africa articulates the boundaries of *whiteness ideology* in the globe in ever more prominence: it brings the shadow into definition and with it, notions of identities of entitlement, of ‘centricity’, into global debate.

The ideal of multi-culturalism – in South Africa, Archbishop Desmond Tutu’s notion of the ‘rainbow nation’ - is possible only with respect for difference, *equality* of respect for difference, upon which creating alliances across divides towards the attainment of shared objectives is premised. Coaching can be an effective intervention for raising awareness in managerial leaders of the value of equality of respect for difference.

Chapter 2

Literature Review

Chapter 2

Literature Review

To understand the whole it is necessary to understand the parts. To understand the parts it is necessary to understand the whole. Such is the circle of understanding.

We move from part to whole and back again, and in that dance of comprehension, in the amazing circle of understanding, we come alive to meaning, to value, and to vision: the very circle of understanding guides our way, weaving together the pieces, healing the fractures, mending the torn and tortured fragments, lighting the way ahead - this extraordinary movement from part to whole and back again, with healing the hallmark of each and every step, and grace the tender reward (Wilber, 2001b: 1).

How people are treated at work has a profound influence upon their attitude towards their society, and upon society itself (Jaques, 1970).

2.1 Brief overview of influences

In arriving at my framework and definition of coaching in this project, I have drawn on a wide range of literature, not least, of course, the writings of practising coaches and their definitions of coaching. Coaching literature demonstrates a variety models and frameworks; however, a common theme is the emphasis on the client achieving outcomes. This is particularly pertinent for organisations who want to see a measurable return on investment. For example, Anthony Grant and Michel J. Cavanagh (2002) offer a compelling definition:

Coaching is a solution-focused results-orientated systematic process in which the coach facilitates the enhancement of performance, self-directed learning and personal growth of other individuals.

The appeal in this cognitive-behavioural approach is the effectiveness and simplicity of its framework in organisational goal-oriented contexts: awareness to responsibility (responsibility) to action and results. In her inspirational book, *Executive Coaching With Backbone and Heart: A Systems Approach to Engaging Leaders with their Challenges*, Mary Beth O'Neill (2000: xiii) defines the 'essence' of coaching as "helping leader get unstuck from their dilemmas and assisting them in transferring their learning into results for the organisation". The four phases of coaching described, invaluable packed with logical practical advice and examples, lay a solid foundation towards a disciplined practice for coaching in a corporate environment.

Perhaps the most immediately meaningful to me, as much of my research to date and my practice has focused on cultural diversity, is Philippe Rosinski's (2003: 4) definition in his book, *Coaching Across Cultures*:

the art of facilitating the unleashing of people's potential to reach meaningful, important objectives.

This definition, as well as those cited above, captures coaching as a process of transformation whereby an individual seeks to shift from a point of being and doing (*from* what?) to a new, more desirable point of being and doing (*to* what?). Almost the first words in *Co-Active Coaching* state that:

From the very beginning, coaching focuses on what clients want. People come to coaching because they want things to be different (Whitworth, Kimsey-House and Sandahl, 1998: 1).

The task of the coach is to enable the client to map the transformation: *from what to what*? If we can't define the starting point, how can we determine the desired end of journey or evaluate the success of the steps along the way?

It is clear from the literature on coaching, that for each coach, their purpose comes vibrantly and fully to life in the presence of a compelling philosophy. The coaching practice is informed by positive life-enhancing values in such a way that defines each coach's 'signature presence', to use a term coined by Mary-Beth O'Neill. The coach's philosophical outlook holds the client-coach relationship in safety and trust, like the connected threads of a woven silken cocoon, till the client's embryonic potential emerges, transformed into new action. The coaching purpose can straddle a wide range of concerns: personal relationships, performance management, team effectiveness, leadership competency. With excellent listening skills and good open questions, the coaching experience enables the client to deepen or to begin reflection. The result of deepening reflection is to raise consciousness in basically three interlocking domains: the personal, the interpersonal and the context, leading as a result to fresh perceptions, thoughts, and actions.

The field of coaching is indebted to influences from a number of disciplines, notably psychology: existential psychotherapy techniques, cognitive behaviour therapy and personal construct theory, for example. A fundamental assumption that coaching shares with post-structuralist and post-modern systems of knowledge in particular is that we human beings tend to construct our world from partial truths, limiting our points of view to a certain interpretation of people and events. Where partial truths cause conflict and impede alliances towards a common objective, the coach's work is to introduce other truth elements, other possible interpretations, to move the client to an expanded perception of reality that is at ease with 'truths' other than her own.

Ernesto Spinelli (1989: 148-154), in his beautifully crafted work *The Interpreted World*, describes his disappointment with psychology in its failure to treat the study of consciousness with the depth of interest accorded it by philosophers – especially philosophers in the field of existential phenomenology: the human quest for the meaning of existence.

Existential psychotherapy (see for example van Deurzen, 1999) is the only established form of psychotherapy that is directly based in philosophy rather than in psychology. It was founded at the beginning of the century, on the one hand by the original work of Karl Jaspers in Germany, which itself influenced Heidegger's thinking, and on the other hand by the work of two Swiss psychiatrists, Ludwig Binswanger and Medard Boss, who were in turn inspired by the work of Heidegger to create an alternative method of dealing with emotional and mental distress. All three turned from psychiatry to philosophy, in an attempt to understand the human predicament, paradoxes and conflicts of their patients. These early applications of existentialist philosophy to psychotherapy have been followed by a number of other and varied attempts, as for instance in the work of Frankl, May, Laing, Szasz, Yalom, and van Deurzen.

An informing influence on psychotherapy, and more recently coaching practice, based on phenomenological method, has been the work of Carl Rogers and his explication of three "necessary and sufficient attitudes" on the part of the therapist. The first is unconditional positive regard for the client; the second is accurate empathy, which requires that the therapist refrain from judgments or values-driven interpretation or 'leading' the client's recounting of their experience in any way; and the third is congruence, the quality of attention given that enables a client to explore their thoughts and feelings courageously and with deep honesty. A coherent practice of this 'way of being', particularly for coaches and consultants, has been extensively and powerfully developed by Nancy Kline (1999), described in her book, *Time To Think*, and whose method has become the cornerstone of my own coaching practice.

2.2 A holistic approach

Coaching at its best is holistic, seeking to integrate the inner world of client as individual and/or organisation with manifest behaviours and practices of client as individual and/or organisation – it never forgets that reality is both 'interiority' and 'exteriority'. Authors like Rosabeth Moss Kanter (1993), Stanley Deetz (1992) and Elliott Jaques (1970), in wholly different approaches, emphasise the dominance of corporate life for an overwhelming number of people in the industrialised world. Each in their own way shows explicitly how structure – the system - determines people's behaviour, highlighting the need to rethink structural conventions in all their complexity to create truly inclusive environments that welcome diversity.

For example, Elliott Jaques (1970), in his essay *Work, Creativity and Social Justice* talks of conditions of work as follows:

... a social process best described as herding everyone into a vast employment complex that constitutes a new zone of society - the zone lying between the nation and the state on the one hand and the family and the individual on the other. I propose to call this zone the Intermediate Zone.

*The impact of this change on the individual and on family life has been studied and vividly portrayed by Miller and Swanson (*The Changing American Parent*, 1958). They have been able to show that much of the self-reliance and family cohesiveness that goes with possession of a small family holding or business is undermined. Family ties are weakened; values alter in the direction of a lessening of social concern. The changes are profound.*

A holistic coaching approach in managing change in organisations and teams recognises that the structure of systems and the technical skills to manage the system is but one part of the challenge. Though structure and its processes are a critical area of attention, and often the area where organisations tend to focus their attention, the areas conventionally called ‘soft skills’ play a critical role. A useful perspective on the interconnectedness of organisational life is set out by Noel M. Tichy and Mary Anne Devanna (1990): their work *The Transformational Leader: the Key to Global Competitiveness* draws on the psychodynamics of change that William Bridges frames, to describe three areas of organisational resistance to change: technical, cultural and political. When a challenge is of a technical nature, then existing technical skills can save the day. However, when the challenge is not primarily technical, existing skills are not adequate. Effective organisational change requires creating the conditions to engage with people, with their mindsets, in order for new supportive relationships to emerge based on reflective awareness and understanding – and the new awareness in turn enhances strategies (including behaviours), technical systems and processes.

With regard to effective organisational change that engages with the mindsets and behaviours of people, the work of Arnold Mindell and his *process psychology* approach is a powerful resource in the coaching ‘toolbox’. Particularly informative has been the approach to power and Mindell’s (1995) concept of ‘rank’, ‘ghosts’ and ‘terrorists’ in situations of conflict. Though intrinsically informed by Mindell’s insights, I have not included this approach explicitly in the methodology: it specifically names ‘worldwork’ in its focus on group conflict (in terms of world views and communal values) and the impact of environmental contexts, modes of production and access, and systemic conditions. While these conflict areas may become explicit via individuals, and individual behaviours in groups make manifest the existence of conflict, the Mindell approach is focused on *group identities*. My approach to coaching across divides requires a framework and model which engages with the *individual’s*

assumptions about self in relation to group identities (worldview) and systemic contexts, and which can assess congruence between individual behaviours and organisational culture.

Restrictions on the size of this project do not allow me to do justice to research on the use of *Spiral Dynamics* (Beck and Cowan, 1996) as part of the coaching ‘toolbox’ for this project. The explanation of *Life Conditions* and ‘values levels’ in particular has given an important perspective to my understanding of influences on human development.

The values levels originally developed by Clare Graves and expanded in *Spiral Dynamics* (Beck and Cowan, 1996) are validated in Wilber’s work, and I have had considerable value from the Spiral as a coaching tool with individuals and teams in organisations. Graves held that human values and resulting behaviours influence and are influenced by environmental conditions. He described the existence of eight developmental values levels (or waves) in a paper entitled: *The Emergent, Cyclical, Double-Helix Model of the Adult Human Biopsychosocial Systems*, as follows:

Briefly, what I am proposing is that the psychology of the mature human being is an unfolding, emergent, oscillating spiralling process marked by progressive subordination of older, lower-order behaviour systems to newer, higher-order systems as an individual’s existential problems change. Each successive stage, wave or level of existence is a state through which people pass on their way to other states of being. When the human is centralised in one state of existence, he or she has a psychology which is particular to that state. His or her feelings, motivations, ethics and values, biochemistry, degree of neurological activation, learning system, belief systems, conception of mental health, ideas as to what mental illness is and how it should be treated, conceptions of and preferences for management, education, economics, and political theory and practice are all appropriate to that state (quoted in McNab, 2005: 187).

I have drawn up the diagram of the values levels in Figure 1, representing the first tier (six levels) described originally by the psychologist Clare Graves, and interpreting these with reference to *Spiral Dynamics and Towards an Integral Vision* – *any inaccuracies are most certainly mine, not the fault of my sources.*

Life Conditions are central to the concept of values development or evolution, developed by Graves and expanded in *Spiral Dynamics* (Beck and Cowan, 1996: 53-56). Life Conditions articulate four important aspects of human values and behaviours in reciprocity with environmental conditions:

- *Historic Times:*

At any point in chronological time, and within virtually any community, you can find people who are living in the same year but whose thinking is rooted in very different eras.

Figure 1 First Tier of values levels in evolution, in individuals, in business

<i>Values Levels</i>	<i>Business Levels</i>	<i>Individual Waves</i>	<i>Human Evolution</i>
<i>Tier One</i>			
Beige	Concern for the next few months only	Basic survival – shelter, eating, sleeping etc - egocentric	Early cave man
Purple	Company seen as 'family'	Loyalty to the tribe - sociocentric	Tribal formations
Red	Aggressively territorial, there can be one boss only, zero-sum rules	Fight for what you want - egocentric	Survival in the jungle – winner takes all
Blue	Conservative, rule-bound, hierarchical	Rules make life secure - sociocentric	Order out of chaos – God is on our side
Orange	Entrepreneurial – profit-driven, decisions made in business interests only	Look after No 1 – the world is my oyster - egocentric	Technology, mobility, global capitalism
Green	Team-based co-created, embracing triple bottom line focus – financial, human development and social responsibility	Consultative, caring	Age of consciousness moving to worldcentric

When external conditions change over time, the tension created between our existing internal states and the external world engages the potential to think and behave in new ways.

- *Geographic Place:*

Our actions, thoughts and feelings are affected by our physical surroundings; for example, our potential for development growing up within an over-populated urban ghetto compared with our potential for development in cultivated, aesthetically satisfying and spacious surrounds is affected by our physical context enabling access to experience, opportunities, resources and services.

- *Human Problems:*

[P]riorities, needs, concerns and requirements for existence facing a particular individual or group, some of which are common to all humans and others unique to a culture, community or personality.

- *Social Circumstances:*

No two people share identical circumstances, even in the same times, in a nearby Place, and with similar Problems. Birth orders, social position, genetic inheritance, family privilege, intellectual or physical endowments, and plain old luck-of-the-draw will differ. ... No two people can inhabit identical conceptual worlds or share the same experiences in the same way.

However, I have elected in this project not to show the incorporation of the Spiral Dynamics model into the methodology, for three interconnected reasons. The first is that I have not *explicitly* worked with this stage conception of values levels in my coaching with clients in this research project. The second reason is that, while I constantly engage with the Spiral in my own thinking and diagnostics, I am not yet professionally competent to work with the Spiral as set out by Don Beck and Christopher Cowan (1996) for organisational change. The third reason, linked to the others, is the danger of offering an explanation that fails to make absolutely clear that the Spiral stage conceptions refer to *values and behaviours in reciprocal relation to environmental conditions*, and that each colour band is not a description of cultures or essentialist characteristics of certain groups of people.

Notwithstanding these caveats, I do make use of the values levels in my own diagnostics of individual clients, using a particular approach gleaned from the work of Peter McNab (2005: 194-217).

2.3 *An interrogation of terms: coaching across divides to create alliances for shared objectives*

At the start of this research project on the client site, after experimentation and reference to coaching literature and other knowledge resources, I have determined that the purpose of my coaching practice is:

to facilitate individuals in building alliances across divides to reach shared objectives by the removal of limiting assumptions replaced with client-centred positive solutions.

I arrive at these words with care – and the meaning of these words are unpacked below. I chose these words after reflecting particularly on the coaching literature: what elements have informed my coaching journey and are incorporated as gold in my treasure chest of coaching frameworks and tools, and what has left me still seeking. In a nutshell, best practice in professional coaching aims to provide non-directive, solutions-oriented, outcomes-based process, co-created in a trust relationship with the client. So far as I have researched coaching literature to date, there is no reference I have found that addresses a key concern of the 20th and 21st century: the construction of identity, and its historical, socio-political contexts. This leads to an impossible implicit assumption of homogeneity in the identity construction of coaches in general and in their relationship with clients.

This research project seeks to frame an approach to coaching theory and practice which perhaps further research will refine: in order to align coaching as a field of knowledge issuing from post-graduate research, and which may lead to professional practice – like, for example, the arts, philosophy, psychology, law, sociology, anthropology – the theoretical foundation of coaching would surely need to be cognisant of, not only what makes coaching distinct as a

practice, but what knowledge resources are as implicit in the field of coaching as they are in other fields in the humanities. No theatre arts institution today seriously doubts the contribution and importance of cultural theory, critical theory, semiotics and discourse theory in the interpretation of texts and other art forms. However, these knowledge resources were not incorporated as a serious part of theatre or drama studies till the 80ies. Coaching needs to evolve its theory and praxis accordingly – and I consider a vital area in my own practice to be socio-political and cultural theory with particular reference to the construction of identity and power relations. What follows, then, is unpacking the meanings I attach to my definition above of my coaching purpose.

2.3.1 Coaching across divides ...

The word *divides* is used here in the context of *difference* – the perception of *self* and *other*: the perception of *the group with which I identify* as different from *others*. Common characteristics and ideas may be clear markers of shared *identity*, but knowing we have an identity is essentially determined by *difference*. We feel we belong to a group, and a group defines itself as a group, by noticing differences with other groups. People who feel they belong to a group or a *culture* have this idea because they rely partly on a common set of norms – but this awareness is only possible by coming up against the absence of these norms in the other.

Multi-culturalism - the concept in any one social group of sub-groups (like gay, atheist, green, feminist and settled ethnic groups, etc.) - is now an accepted part of cultural studies, and has emerged with two related foci. One is *identity politics*, which positions recognition predicated on equality of respect for a social sub-group's cultural uniqueness. The second entails recognition that there are unequal *power relations* among the different groups of people, which problematise equality of access to opportunity, services and resources. These two concepts have their own unique character and experiential impact for each of the many groups that make up any particular population. Of the populations in a country like South Africa, the coach cannot afford to ignore the inscriptions and experiences of each group's past, its history, politics, economics - the *Life Conditions* and their imprint on each individual - personally, interpersonally and systemically.

I am moving closer now to the challenges for the coach within South Africa today:

Representatives of I-Coach, the organisation which in 2002 pioneered a post-graduate coaching programme in South Africa, apart from their expression of the overall value and particular philosophy of their coaching approach, have described coaching as particularly relevant in South Africa for:

- *Fast-tracking and retaining high-potential employees*; and
- *Assisting in supporting employment equity programmes* (I-Coach, 2003).

I-Coach (2003) suggest that:

Coaching is rapidly becoming a skill that managers, parents, teachers and community workers aspire to develop as the models of telling people what to do are replaced with a style that helps individuals to achieve sustained improvements in personal and organisational performance. Seventy percent of UK companies believe that providing coaching is of good or excellent value and research has shown that investment in coaching realises an average ROI of 5.6.% However, as the potential benefits of coaching become more widely understood there is increasing acceptance that coaching needs to be effectively managed, like any other business resource. In South Africa, coaching is particularly relevant in fast tracking and retaining high potential employees and supporting employment equity programmes.

There is an apparent obvious logic in these two points – and yet what unstated complexity is embodied here. Who is to be ‘fast-tracked’ and ‘retained’? What does ‘support employment equity programmes’ mean when it comes to the coaching relationship? At conferences, in seminars and in my teaching practice in South Africa today, I look around at my coaching colleagues, I see myself talking about the challenges of coaching across cultures, and I am aware of myself as ‘white’. I cannot imagine – even for one second - that the identity politics implied by my colour and the *Life Conditions* that affect who I am, how I think, feel and behave, are irrelevant to my practice as a coach in this country at this time.

2.3.2 Coaching across divides to create ...

The coaching journey is a process of co-creation by client and coach towards the outcomes chosen by the client. The creation process is based on the positive philosophical belief that the person with the problem is best suited to create their own solution, if only they have the right conditions in which to hear themselves think. The coaching conditions for creative thinking in this work refer to the Ten Components™ of a Thinking Environment™ developed by Nancy Kline (1999).

The Ten Components™ are, to draw on Mary Beth O’Neill’s (2000) phrase, the ‘backbone and heart’ which create the conditions for each client to think exquisitely well for themselves. The word for each of the Ten Components™ is familiar; however, each in the context of Thinking Environment™ work takes on particular meanings. The special and unusual meanings accorded to each of the 10 components are derived from the way in which they help people think for themselves. When all 10 components act together in synergy, they create a powerful environment of equality and respect. Each of the Ten Components™ can be said to have positive energy, embracing a philosophy of positive choice. Their main intention is to profoundly enable to capacity for people to think well for themselves - powerfully, creatively, with deep honesty and courage.

One of these components, *equality*, is defined by Nancy Kline as equality between people as thinking partners regardless of positional power, equality of time to participate in meetings, equality of respect for the other. There are few places perhaps where the experience of equality between people could be more rewarding, more healing and more challenging than in post-apartheid South Africa, with its deeply-driven wounds and limiting assumptions on all sides. The practice of this definition of equality not only challenges limiting assumptions embedded in the hierarchical *status quo* that exists globally in organisational culture, between job grades, races, religions and sexes, it offers a graceful yet radical space for exploring with fascination, respect and awe the many identities across differences, undistorted by untrue limiting generalisations.

2.3.3 Coaching across divides to create *alliances* ...

The word *alliance* is defined here as *interaction based on positive mutual respect and equality-based dialogue*. The dynamics of self-definition implies continuous contact with difference. In stark contrast with the definition of behaviours required to achieve the component of equality described above, in the construction of identity, interactions between different groups are never *relations* of equality – they are composed of a complex weave of political, economic, historical, scientific, social and cultural influences that ensures any relation across difference *will be an unequal one*. There is always a dominant group, or cultural practice. This is so in informal ways as much as formal – even in apparent homogenous settings, such as a merger between two like companies, a marriage, teachers and learners, for example: there are inevitably power inequalities.

2.3.3.1 Obstacles to forming alliances - power discourse

Empowerment is a much-used and familiar word in the international lexicon of organisational culture, regarding transformation agendas, leadership, management, and the eponymous field of human resources. For South Africans, the word ‘empowerment’ carries particular embedded historical, political and economic interpretations and consequences.

In a synopsis of his thesis on adult learning and coaching, Mike van Oudtshoorn dissertates on ‘what is empowerment’:

Being ‘empowered’ refers to having a sense of personal power, and freedom (within certain limits) to use that power. Disempowered persons either have no sense of personal power, or feel that they are not permitted to use what power they know they have.

There are [...] two aspects to being empowered. The one is concerned with objective facts about what we are authorised or given permission to do. The other is concerned with our subjective feelings of energy and ability, with having a sense of power.

Power discourse is highly complex, however. This research project has turned to the current challenges to power and discourse articulated by Laclau and Mouffe, who in turn reflect on Gramsci's readings of Marxism and Foucault's investigations into the structure and operations of discourses of power. Foucault attempts to understand the presence and operations of a multiplicity of "apparently objective and natural structures in society, which privilege some and punish others for non-conformity" irrespective of the overt power structures and/or dominant discourses in which these operations take place. The potential for change is to be found within the plurality of power structures and specifically sited at the numerous points of resistance (nodes) within each discourse. Everyone, in the many different power structures within which we are constituted, formal and informal, in some way has power:

Where there is power, there is resistance, and yet, or rather consequently, this resistance is never in a position of exteriority in relation to power.... the strictly relational character of power relationships (depends) on a multiplicity of points of resistance. ... These points of resistance are present everywhere in the power network. Hence there is no single locus of great Refusal, no soul of revolt, source of all rebellions, or pure law of the revolutionary. Instead there is a plurality of resistances, each of them a special case: resistances that are possible, necessary, improbable; others that are spontaneous, savage, solitary, concerted, rampant, or violent; still others that are quick to compromise, interested, or sacrificial; by definition, they can only exist in the strategic field of power relations (Foucault, 1984: 95-96).

Foucault might have been advising the coach in his perception that: "What is needed is a ramified penetrative perception of the present, one that makes it possible to locate lines of weakness, strong points, positions where instances of power have secured and implanted themselves in a system of organisation dating back over a hundred and fifty years" (quoted in Bannett, 1989: 94).

I made reference in Chapter One to the events of May 1968 in France with regard to Raymond Williams and his theorising of dominant and emergent discourse. There was proliferation of discourse theory post-1968, a particular development of which has been the evolving work of Laclau and Mouffe with attention to 'grounding pluralist democracy in a political community' (Torfing, 1999; Laclau and Mouffe, 1985). I shall expand further in this chapter and in Chapter Three on the relevance of Laclau and Mouffe's approach to discourse theory and its contribution to the metatheory underpinning this coaching framework. Suffice for the moment, with reference to empowerment, to draw on Torfing's (1999: 5) observation:

In a world of triumphant liberalism, where social inequality is growing and important economic decisions are taken by a new class of transnational business executive, the goals of socialism are more pertinent than ever. Nevertheless the idea of socialism as a completely new social system arising from the ashes of capitalism can no longer be sustained, the goals of socialism must be re-inscribed within the framework of a pluralist democracy and

articulated with the institutions of political liberalism. ... Laclau and Mouffe have persistently aimed to elaborate a perspective that makes it possible to envisage a liberal socialism.

My attention is drawn to the perception of ‘*a new class of transnational business executive*’, and I make connection with the reference later in this chapter to the call for social responsibility commitments on the part of business. I link this call to evidence in the world of rising levels of consciousness – a directional development that moves from basic egocentric gratification to demonstrable sociocentric care and concern, ultimately striving to achieve worldcentric care and concern. A further congruence with Laclau and Mouffe in this coaching project is the *optimism* of their vision of a liberal socialism, theorised as *radical plural democracy*:

Rather than offering a pessimistic, negative and gloomy assessment of the possibility of a social revolution in our time, they tend to believe that postmodernity makes thinkable a whole range of new political projects (Torfing: 1999: 245).

In any society or organisation, fault lines of difference are constructed in such a way as to create significant inequity in people’s life opportunities, often particularly within the workplace. Foucault’s approach to power and its uptake by Laclau and Mouffe suggests for the coach a calibrated perspective on the small units of relations in which we are all engaged and in which all experience power in some way. If the vision of a liberal socialism articulated by Laclau and Mouffe provides the *metatheory* with which to position coaching, what is needed is a *coaching praxis* to navigate and interpret this world of discourse: a praxis to manage conceptions of complexity and development, and a coherent movement between the particular and the universal, the formal and the informal, and between the individual, the group and the context.

A question frequently asked in organisations and in the media is: What are the reasons for the rapid rise of the coach? And why now? The emergent focus on coaching, some cynics have said, is a passing fashion, a typical instance of management guru mania. Yet there is sufficient evidence to say that the dawning of the age of the coach is consistent with another dawning on a global scale: the growing awareness of the interconnectedness of all life, and all systems to which life gives expression.

For example, Capra (2002: 33) suggests that “At all levels of life, beginning with the simplest cell, mind and matter, process and structure are inseparably connected”. Also worth noting is the recent release of the film *What the Bleep Do We Know*: introducing to mainstream audiences world-class quantum physicists, scientists and physicians, sharing their knowledge of subjects that range from psycho-neuro-immunology and the latest in brain research to nanophysics and string theory; the emphasis overall is that our ‘interiority’ is inseparable from and can be shown to be determining of ‘exteriority’. (See also the writings and lectures of Clare Graves, Don Beck, Ken Wilbur, Fred Kofman, and Robert Kegan.)

The philosophy and theory that underpins my own coaching practice finds expression, its *praxis*, with my readings of Ken Wilber and his development of Integral mapping, “the goal [of which] is to honour and embrace every legitimate aspect of human consciousness”, differentiated into the internalised and subjective worlds of individual and cultural domains, and the materiality of behaviour and systemic contexts.

From my research to date, the most comprehensive approach in which to frame a coaching model to interpret contesting discourses with the intention of orientating alliances across divides towards a shared objective is Wilber’s Integral Model or Integral Operating System. The coaching model developed here attempts to determine from each client’s discourse what Wilber terms “orienting generalisations” – a phenomenological approach that treats each client’s window on the world as truthful – an important, but partial, truth for the client.

While existing coaching processes could claim a similar approach – a clear example being George Kelly’s personal construct work (Dalton and Dunnett, 1992) – the Integral Model usefully manages complexity in its mapping that is inclusive of a multitude of perspectives and practices; the model orients each perspective on an interconnected web of stage conceptions in human development. Also, consistent with theories of coaching that aim for sustainable adult learning, Wilber’s Integral model places reflective awareness and levels of consciousness meticulously at its very core – hence its eminent compatibility with the best aims of coaching: to raise conscious awareness through reflection and thus open fresh possibilities for new action to the client.

2.3.4 Wilber’s Integral Vision – a broad overview

In describing the fundamental tenets of this American philosopher’s model, there is no attempt in this thesis to assess critiques of his thinking. (Wilber certainly has his critics: see, for example, critical reviews of Wilber’s work, such as Smith (2005), on www.integralworld.com. Also, Wilber’s (2001b) *The Eye of Spirit: An Integral Vision for a World Gone Slightly Mad* meticulously names his detractors and critics and their arguments, and assesses, from his position, the merits and gaps perceived.) While this approach may be viewed as problematically uncritical, the context of the model’s significance in this work is the relevance of the Integral perspective for the coaching *praxis* being developed.

Wilber wrote his first book, *The Spectrum of Consciousness*, at the age of 23 some 30 years ago, and is today reputed to be “the most widely translated academic author in the world” (Wilber, 2001b: xii). It is acknowledged, even by his critics, that his scholarship is prodigious and his works “engage, criticise and attempt to synthesise the ideas of hundreds or thousands of other authors”. Jack Crittenden (Wilber, 2001b: xiii) writes that Wilber’s approach “honours and incorporates more truth than any other system in history”.

The appeal of his approach for the development of this coaching model is, among other criteria, the commitment to a positive philosophical choice:

I don't believe that any human mind is capable of 100 per cent error. So instead of asking which approach is right and which is wrong, we assume that each approach is true but partial, and then try to figure out how to fit these partial truths together, how to integrate them – not how to pick one and get rid of the others (Wilber, 2001c: 8).

This view is eminently consistent with my own values base and the philosophical approach of choice of many prominent published authors on coaching (and psychotherapy, from which much coaching technique is derived). (See for example: Kline, 1999; O'Neill, 2000; George Kelly's approach described in Dalton and Dunnett, 1992; and Perls, Hefferline and Goodman, 1974).

Wilber draws on our access today to knowledge of all the world's cultures to create a framework – or map – in which to position the sum total of human knowledge, using the world's great traditions and their best aspects (see www.integralnaked.com, and Integral University (2004)). Wilber is eloquent in his acknowledgement that he has not devised a startling new philosophy or body of human knowledge – he describes his unique contribution as *map-maker*, offering a way of seeing that is extraordinarily layered and multi-dimensional and positions the many truths that constitute perspectives of reality.

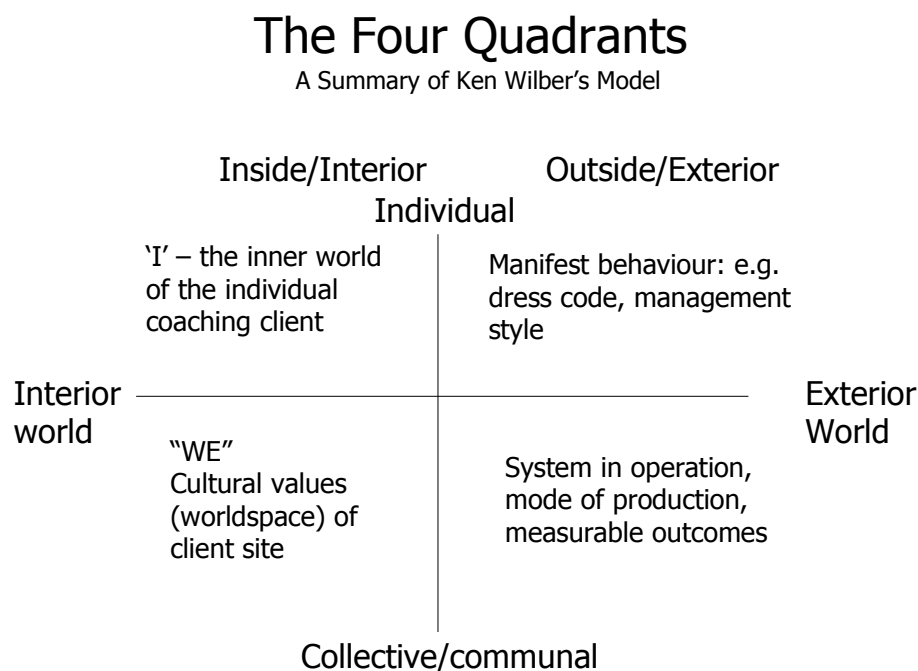
The basis of the Integral map is an ingenuous model, the initial simplicity of which expands in ever-increasing complexity as it unfolds the five elements of which it is composed - quadrants, states (of consciousness), levels (stages of development), lines (multiple intelligences), and types. “In its entirety, this Integral Operating System has the potential to index any activity from art to psychology, to business and economics, politics and ecology – moreover, it allows each of these domains to talk to the other” (Wilber, 2001b). Because the Integral Model is composed of the five elements, all of which need to be taken into account simultaneously, the model is also referred to as by the acronym AQAL - All Quadrants, All Levels.

2.3.5 The significance of the Four Quadrants

So I can study your brain forever, and I will never know your mind. I can know your brain by objective study, but I can only know your mind by talking to you (Wilber, 2001a: 79).

Wilber (2001b: 243-247) asserts that “Consciousness is a four quadrant affair anchored equally in each [quadrant]”. Figure 2 below illustrates this coaching project ‘anchored equally in each quadrant’. The upper left quadrant is ‘the locus of consciousness’ as it appears in an *individual* coaching client – the client's values, beliefs, knowledge, depth of wisdom. However, consciousness is as much located in the *individual* as in *cultural* meanings (Lower Left Quadrant), without which it has no individuation or reference point; in the context of the

coaching project, the object is the relationship of the individual to the espoused culture of the organisation. The *material* world is that of manifest individual behaviours – the observable ways in which an individual shows up (Upper Right), like communication and management styles, dress code, and implementation of policy. Lower Right Quadrant represents the systems by which the company operates, its mode of production, its rituals and practices.

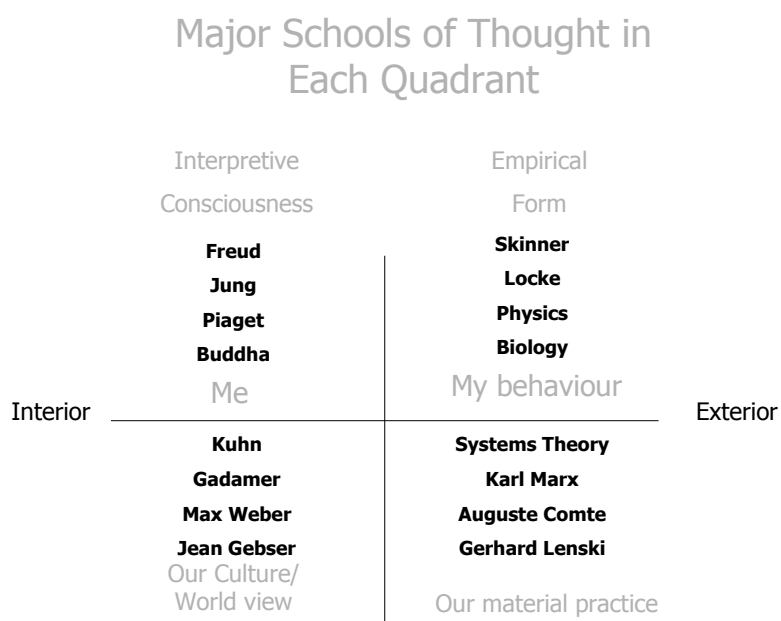
Figure 2 The coaching project within the Integral Model

Source: Adapted from Wilber 2001b: 65

There is an obvious synergy between basic tripartite coaching models of *Self-Interpersonal Relationships-Contexts* and Wilber's four quadrants. Every event in the manifest world consists of the three dimensions of experience – the interiority of the individual, the interpersonal, and the manifest world, system or context.

“Surfaces can be seen, but depth must be interpreted” (Wilber, 2001a: 82). Everything on the left of the diagram above requires interpretation - an interpretation of everything on the right, which can be perceived. Integral mapping takes place when all five elements of the AQAL model are brought into play and articulated – that is, each quadrant has lines, levels, states and types that are actively present and specific to that quadrant. My preference for using the AQAL model as a coaching framework for creating alliances across divides is its *management of complexity*.

As illustrated in Figure 3 below (adapted from Wilber, 2001a:77; 2001b: 9), it positions approaches to human development and organisational development on the AQAL map, showing them to be truthful but *partial* – for instance, psychoanalysis emphasises the upper left quadrant, the interior world of the individual (hence *depth* psychology). Cognitive behaviour theory, George Kelly's personal construct theory (Dalton and Dunnnett, 1992), Gestalt and neuro-linguistic programming situate on observable, empirical evidence of behaviour - the upper right quadrant. At the collective levels (lower left and right), there are schools of thought which are *interpretive*, searching for depths of cultural meaning; others that are *empirical*, focusing on the manifest behaviour of social systems. The main test of an *Integral* approach to coaching is to fully incorporate and interpret both the external manifestation of knowledge and experience and the interior, subjective experience.

Figure 3 Four phenomenological approaches to knowledge – each truthful but partial

Source: Adapted from Wilber (2001b: 9)

Wilber emphasises that a basic rule of hermeneutics is that all meaning is bound by context. An Integral coaching approach is to take cognisance of the multiplicity of contexts that impinge on an individual in teams and in organisations. Each of us has identities in several domains - family, community, world of work, and so on. Integral mapping suggests a pathway to developing congruence in each of our domains; it also offers the opportunity for understanding that increases the threshold for tolerance of uncertainty, of 'otherness'.

The other elements of the Integral Model - states, lines, levels (or stages) and types, which are no less important to the overall AQAL framework than the quadrants, are explained in relation to the coaching model proposed in Chapter Three.

2.3.6 The managerial leader and the Integral Operating System

The connection of work and creativity with social justice arises from the fact that it is in a just environment that creativeness and the capacity for work find their optimum conditions for expression. Moreover, from the psychological point of view, work and creativity are limited and moulded by the same internal constraints that make lawful behaviour and social justice possible (Jaques, 1970).

The philosophy espoused by Elliott Jaques evident in the quote above is congruent with that of Wilber's. The value of using Jaques' approach in conjunction with Wilber's model in my coaching project lies in firstly finding a language grounded in the world of work - a language which addresses increasing complexity in levels of work. Secondly, in the context of South Africa, Jaques' business-centred approach aligned with AQAL offers the world of work a way of integrating the notion of responsibility and connection to community at large – a call for care and concern beyond the 'bottom line'. Hence the *Triple Bottom Line* espoused by the King Committee on Corporate Governance (2002): the Triple Bottom Line is an audit not only of financial results, but also of the development of human capital, and investment by corporate business in social responsibility. The ***King Report on Corporate Governance for South Africa 2002*** (King Committee on Corporate Governance, 2002) formalises an approach for South African companies and organisations to positively transform not only the world of work, but communities and environments beyond the individual organisations' boundaries, by raising conscious awareness of the necessity for investing in the development of people and projects that contribute to better conditions for all.

I fundamentally support the statement by Jaques and Clement (1994: 21) where they explain the term *managerial leadership*:

... managership and leadership are not different, ... it is unacceptable for managers to ignore their leadership accountabilities, and ... managers who do so must be made to move over and make room for those who want to exercise leadership accountability and can.

The focus of Elliott Jaques' writing is to provide the optimum conditions for both people and business to thrive in the world of work. The value for the Integral coach is to offer clients a practical, sustainable set of guidelines for optimising the work environment, in language that is sufficiently business-focused.

A further congruence is the alignment with the *Investors in People Standard* to which my client company is committed – one of the slogans in the promotion of the standard being: *It's not just people that are your best asset, it's the relationship between people*. Jaques and Clement (1994: 3-33) assert that leadership takes place not in a vacuum but in relationships between people, and that relationships between people take place always within some kind of role relationship, that is to say, always within a structure.

2.3.7 Philippe Rosinski's *Coaching Across Cultures* and other diversity resources

Philippe Rosinski's (2003) *Coaching Across Cultures* has been a very valuable resource, as has Hofstede's (1984) work. However, my preference for Wilber's account of Integral philosophy and his Integral Model rather than using Rosinski's model (COF) is captured by my particular distinction between the words "culture" and "difference". An example of a core theme in Rosinski's work is the statement:

once differences can be seen as cultural, there is the possibility of understanding and developing skills to manage, or better yet, leverage, those differences (Rosinski, 2003: 17).

Here lies the problem – where culture becomes the 'red herring' in my view. The many ways in which Rosinski describes cultural differences cannot account for *different levels of development that exist simultaneously* in each individual and the environmental context in which the coaching relationship takes place - intentionality and individual capability (upper left quadrant), the individual behaviours (upper right quadrant), their cultural world (lower left quadrant) and the systemic world (lower right quadrant) – and which come into play in any interaction. Seeing differences as cultural does not account for the historical impact of positional power invested in patriarchy, for example, in many cultures across the globe. It cannot account for the differences in degree of internalised repression where it may exist from woman to woman, in one and the same culture.

Rosinski describes as an aspect of cultural difference the clash between 'profit-driven' and 'people-driven' values, two sub-cultures in an organisation with a divide along educational backgrounds. This valuable and calibrated view of cultural difference yet fails to account for power and conflict within one sub-culture: in my own experience of clients at an institute of higher learning, for example, the sub-culture clash was between academic staff and administrative staff; and for clients in the asset management unit in this research project, a sub-culture clash exists between analysts and portfolio managers *versus* operational and service

staff. The Integral Model is able to disclose *multiple differences of levels of development* (see Chapter Three on levels of development) that exist within individuals in the same sub-culture, let alone across the sub-cultures. This research project attempts to discover the extent to which these articulations can become the leverage for the coach to build alliances across divides between individuals, in spite of power and rank hierarchies as well as cultural paradigms at play, when they are mapped and interpreted through the Integral Operating System.

Coaching Across Cultures cites a critical insight by Gilles Verbant into the diminishing of nationality importance relative to “*values, social and political aspirations and modes of production and consumption*” (Rosinski, 2003: 21) – all of which terms align with Wilber’s Lower Left Quadrant and Lower Right Quadrant. If this perception is valid - that individual behaviours change according to their interaction with particular group values and systems – this research project seeks to discover whether behaviour change is more influenced in organisations and teams by rank and institutionally-affirmed *power* than it is by culture *per se* – for example, the degree of internalised buy-in to the ideology of superiority or belief system which impacts on the individual – Upper Left Quadrant and Upper Right Quadrant. The coaching process aims to experiment with the Integral framework’s ability to orient differences in ways that suggest a method of delving into the complexity of identity construction and opportunities for alliances beyond the concept of *culture* and more aligned with *discourse* and *multiple levels of development*.

I strongly agree with Philippe Rosinski’s assertion that coaching across cultures needs to move “*beyond looking at the observable manifestations of culture to consider the inner layers*” (Rosinski, 2003: 24). I hold that the Integral perspective enables this consideration in the four-quadrant mapping, in a way that captures complexity and can be used with consistency by coach and clients to interpret and reframe perceptions that block alliances. This approach is explained in detail in Chapter Three on methodology.

Conversations in Leadership, South African Perspectives (Meyer and Boninelli, 2004) contains valuable contributions to working with diversity in organisations, particularly evident in Dr Adrienne Feldner-Busztin’s essay “The Diversity Dividend”, where she attests to the perception that “resistance to affirmative action has continued unabated and has become increasingly destructive” (Feldner-Busztin, 2004: 134). She also extends the concept of diversity beyond race and culture; and in outlining components of a successful diversity programme, makes the business case, emphasises senior management commitment and accountability, effective and consistent communication, the importance of consultation, measurement, and training:

Valuing and managing diversity often requires a significant shift in attitude and behaviour, not to mention new skills. Organisations need to assist their employees to make this shift (Feldner-Busztin, 2004: 143).

Feldner-Busztin (2004) claims this is best achieved through diversity training. While I agree that training is vital, I have moved from a core business focus on the facilitation and training of *groups* in managing diversity within organisations, to include *coaching individuals* for the reason (mentioned under assumptions in Chapter One) that top level managers tend not to attend workshops and it is at this level that power resides in creating policy, and then championing and role-modelling policy implementation. Further, where I have attempted to evaluate retention of learning from one-off 2- and 3-day group transformation interventions focussing on race and gender inequalities, 1 and 2 years after the event, indications from interviews suggest a limited ability of one-off transformation interventions to bring about sustained behaviour change.

2.4 Summary of main points

The literature on professional and executive coaching is critiqued with regard to the lack of reference to the importance of historical and socio-political contexts for coaching in diverse and rapidly transforming circumstances (like South Africa post-1994) and the relevance of identity construction and power discourse in client relationships.

A multi-model approach to coaching across divides to create alliances has been outlined, drawing on socio-political theories of discourse exemplified by Laclau and Mouffe and two key resources which inform praxis: Ken Wilber's Integral Model and Elliott Jaques' concept of the *requisite organisation* (see for example Jaques and Clement, 1994: 28-33). An essential philosophical basis that unites all these approaches is *positive regard* - in Wilber's case, for all sentient life; in Jaques' case, for the conditions of life in workspaces; and Laclau and Mouffe's concept of radical plural democracy advocates, in Torfing's (1999: 245) words, a "relatively optimistic assessment of the possibility of a democratic postmodern politics".

A rationale has been given for using Wilber's Integral Model [All Quadrants All Levels] as the framework for this coaching model, the rationale being that it is consistent with the basic tenet that coaching is holistic, and that it navigates complexity, increasingly regarded as a basic condition of organisational life.

The five managerial-leadership competencies described by Elliott Jaques as necessary in the requisite organisation, complement the Integral Model, in that these provide indicators of individual and group behavioural, cultural and structural competencies at every level. Moreover, the focus of Jaques' work is explicitly the work environment, which is consistent with the scope of this research project.

Research that has not been included explicitly in the coaching framework (though insights and ways of thinking originating from these sources are undoubtedly implicit) have been outlined,

notably the process for working with diversity and group conflict developed by Arnold Mindell, the values levels described by Don Beck and Christopher Cowan (1996) in *Spiral Dynamics*, and Philippe Rosinski's (2003) *Coaching Across Cultures*.

Chapter 3

Coaching Model and Method

Chapter 3

Coaching Model and Method

[D]iscourse actually constitutes our world; until something is represented in discourse, it isn't part of our reality. Discursive struggle is the struggle over reality (Steyn, 2003: 46).

There are two aspects to the methodology – the coaching framework and model, and the metatheory of discourse that informs this.

3.1 Interpreting narrative - the discursive terrain

The coaching conversations are positioned within the phenomenological view that our interpretation of reality made manifest in discourse does not reflect actual (non-discursive) reality. Reality is therefore contingent on our *interpretation*, which is inevitably influenced by context - our *Life Conditions* - and also constantly subject to change. This integral coaching model translates into praxis a theoretical approach developed by Laclau and Mouffe that situates *discursive practices* in specific contexts in which the language arises, rather than broad systems of discourse underlying society (Steyn, 2001; 2003). Laclau and Mouffe make no distinction between discursive and non-discursive reality, on the grounds that human perception cannot separate non-discursive reality from the way we make sense of it:

A relational totality of signifying sequences that together constitute a more or less coherent framework for what can be said and done. The notion of discourse cuts across the distinction between thought and reality, and includes both semantic and pragmatic aspects. It does not merely designate a linguistic region within the social, but is rather co-extensive with the social (Torfing, 1999: 300).

This interpretation of discourse is a viable basis in two respects in a coaching project that seeks to build alliances across difference: firstly, the coaching environment in which each client undergoes the deconstruction of his/her discourse; and secondly, in a transforming and richly diverse environment like South Africa where there are vibrant and antagonistic competing social discourses, each of which requires its own contextualised deconstruction.

3.1.1 Interpretive repertoires

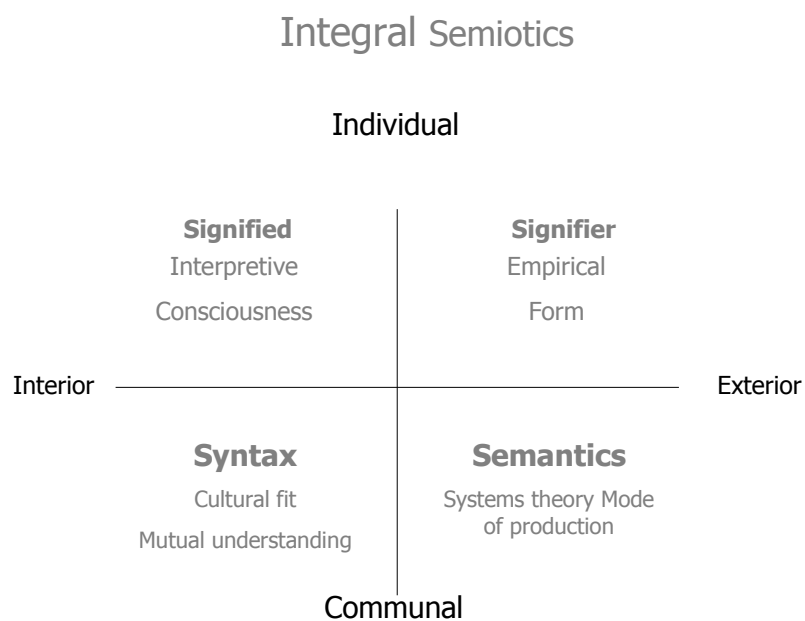
The concept of *interpretive repertoires* delineated by Wetherell and Potter, and modelled by Steyn in her doctoral thesis (2003), contextualises the boundaries of competing discourses in this research project. In disclosing 'white talk' in South African discourse, Steyn makes use of Wetherell and Potter's concept of *interpretive repertoire* in discursive psychology (Potter and

Wetherell, 1987; Wetherell, 1998; Wetherell and Potter, 1988, 1992; cited in Steyn, 2003), defined as familiar cultural generalisations and rationalisations which can be identified as themes that appear in the context of the particular social discourse and interactions. Though Steyn is specific about the focus on ‘white talk’ in her work, I have attempted to disclose discursive themes that divide individuals of particular groups in this research site in South Africa today – and not exclusively just white groups - where, in an ordinary working day, competing discourses carry particular historical, social, and political inferences.

Competing discourses, especially those that operate covertly, hold and incubate divisive and explosive potential. Where there is conflict exacerbated by perceived difference, the familiar coaching process described in the literature (see Bibliography) intends to help the client deconstruct their negative interpretation of the *other* and work towards a more inclusive reality. The purpose of the coaching method in this project is to achieve a sense of alliance towards achieving a shared outcome, an outcome shared by diverse individuals and teams – and an alliance *that consciously includes the ideals of equality, justice and community*. The coaching method attempts to reposition taken-for-granted meanings by ‘seeding’ the discourse with other possible interpretations that unsettle its embedded – *sedimented* - meanings. ‘Sedimentation’ is defined by Laclau and Mouffe as the process whereby contingent discursive forms become institutionalised and part of what we take for granted – their political origins are forgotten (see Torfing (1999: 70-71)).

Steyn (2003) draws on Lotman’s concept of *semiospheres*: - dynamic cultural spaces of constantly interactive currents of semiotics – to describe the radically different worlds of meaning (signification) inhabited by diverse people in a cultural space. The process by which cultural transformation occurs, according to Lotman, assumes that the boundaries between the semiospheres are permeable, enabling hybrid semiotic systems to emerge. My interpretation of this semiotic permeability in this coaching project is that where there are conflicting or competing interpretive repertoires, the coaching method aims to raise awareness of potential that encourages the emergence of a positive ‘hybrid semiotic system’ - made manifest as behaviours which support a transformed, co-created organisational culture.

In praxis, I am able to map semiotic systems in terms of Wilber’s integral model: the four quadrants position individual and communal subjectivity and their manifest expression in the manifest world, thus: *my intention* is the signified in the upper left quadrant; *the representation of my intention* is the signifier in the upper right quadrant; *my intention reflected in my culture/worldview* is syntax positioned in the lower left quadrant; and the cultural embodiment of *intention made manifest* is semantics positioned in the lower right quadrant (Wilber, 2001b: 118-121; 319-322n) (see Figure 4). This enables me to disclose particular interpretive repertoires and their signification in a way that can be accessible to the client.

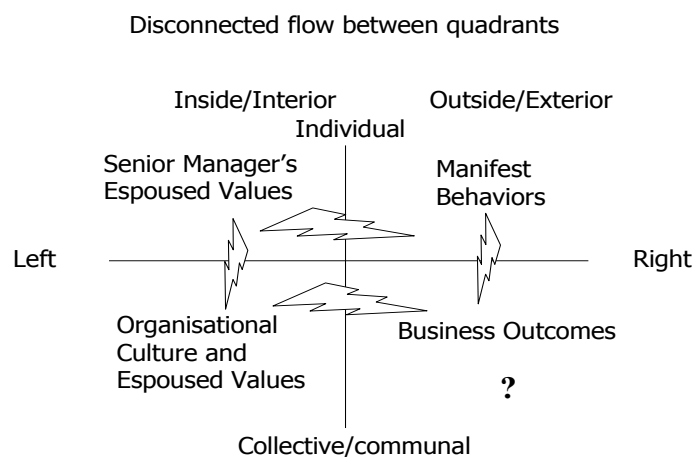
Figure 4 Wilber's Integral Semiotics as 'semiosphere'

Source: Wilber (2001b)

3.2 Coaching method: making use of Wilber's Integral Model

3.2.1 Quadrants

The Integral Model supports the client in the creation of tasks and practices to reach the desired individual and organisational objectives. The quadrants provide a means to initially set out a client's individual values and beliefs, and map congruence of self with team or organisational values, and congruence with manifest behaviours of self and others, self and techno-economic environment or context. It identifies the congruence of the discursive terrain of the client's world space – each's particular *interpretive repertoire* - in relation to the organisational culture. For example, a senior manager who espouses equality of respect as a value (upper left quadrant) but cannot embrace a commitment to his company's legal and moral imperative of black empowerment, shows incongruence in his manifest behaviour (upper right quadrant) and experiences incongruence with values espoused by the organisational culture (lower left quadrant).

Figure 5 The business case for an Integral Coaching Model

Source: Adapted from Wilber (2001b: 65)

However exemplary such a person may be individually at achieving the organisation's goals (lower right quadrant), as senior manager s/he may well have compromised the efficiency and effectiveness of achieving business goals by failing to win the trust of the team.

A further value of the integral mapping to organisations and teams is the critique of the traditional emphasis on 'the bottom line'. Wilber criticises 'systems theory reductionism' – the tendency to reduce all reality to 'functional fit' – the manifest outputs:

In functional fit, all reality is ultimately reduced to Lower-Right terms (the social system), and so all other validity claims (from propositional truth to cultural meaning to personal integrity) are judged ultimately in terms of their capacity to serve the holistic function of the social system. All qualitative distinctions are thus reduced to terms of expediency and efficiency ... (Wilber, 2001b: 24; emphasis in original).

The importance of an appropriate structure and system is not in doubt: "Pit a good employee against a bad system and the system will win most every time" (Gerry Rummier, quoted in Gaines Robinson and Robinson, 1996: 180). Wilber also makes this point: the social system or mode of production (lower right quadrant) will inevitably determine the limits of individual and communal access to levels of development: if the equipment for farming, for example, extends no further than tilling with ploughshares and oxen, no matter how imaginative, creative and inspired the community or its individuals, the system puts a limit on growth and development.

However, the observation that there is more to achieving strategic objectives than a focus on systems and processes is well-accepted, and many writers offer guidelines on how best to maximise and develop 'people' skills – emotional intelligence, assertiveness, time-management, leadership and motivation. The use of the integral operating system in this coaching project enables me to position and interrogate the *relationship* and *level of engagement* between one quadrant and another: between the efficiency and effectiveness of systems and processes (lower right quadrant), the impact on strategic intention and the organisation's espoused values (lower left) and the congruence of individual behaviours, including demonstrable skills and managerial leadership style (upper right) and the individual's own values and intentions (upper left).

3.2.2 States

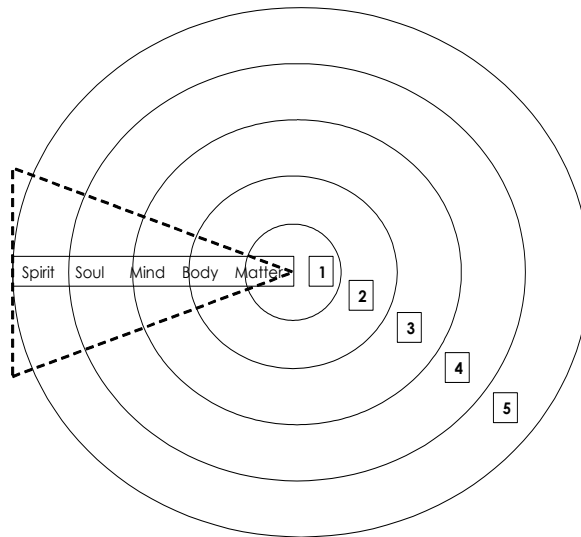
Every level of interior consciousness is accompanied by a level of exterior physical complexity. The greater the consciousness, the more complex the system housing it (Wilber, 2001b).

States come and go – for individuals and teams concerned about performance, this is an important concept. The three great states of consciousness that all of us experience daily are

waking, dreaming and deep dreamless sleep. Within our range of the three states, Wilber describes the experience of altered and peak states – temporary states of extreme consciousness, perhaps induced through drugs, trauma, meditation – or by concerted focus. An important consideration is the connection between internal consciousness and exterior material complexity. Across the histories of knowledge and belief systems in the world, states of consciousness are described in very similar terms - essentially, matter, body, mind, soul and spirit, each of which state from matter to spirit expands in consciousness and complexity. (In line with Ken Wilber, Capra (2002: 33) asserts that: “Consciousness – that is, conscious, lived experience - unfolds at certain levels of cognitive complexity that require a brain and a higher nervous system”). ‘Spirit’ therefore represents the highest and most complex level of consciousness (see Figure 6).

For individuals, teams and organisations, reaching and sustaining higher states has relevance and value for the design of levels of work, and training and development for appropriate key performance areas in the pursuit of excellence. This state of performance excellence has been compared with ‘the zone’ that champion sports men and women achieve through their focused alignment of mind and body. Higher-order consciousness involves *self-awareness*: Fritjof Capra (2002: 34, 40) declares in *The Hidden Connection*, “Because of the critical role of reflection in this higher-order conscious experience, I shall call it ‘reflective consciousness’”. Growing the capacity for ‘reflective consciousness’ is a critical coaching competency in ensuring sustainable insights for the client which might lead to behaviours and practices that improve alliances towards shared objectives. A further critical perception is that growing higher-order consciousness and self-reflection is *directional* – it increases in depth and complexity from matter to spirit.

Figure 6 Directional States of Consciousness Growing in Complexity from Matter (Level 1) to Spirit (Level 5)



Source: Adapted from Wilber (2001b)

3.2.3 Levels (stages) of development

Each of the four quadrants shows stages or levels of human development, not as rigid steps, but as fluid, wave-like processes. Unlike states, which come and go, levels or stages are fixed. Stages or levels are progressive and permanent indicators along the evolutionary path of each individual's development. Fundamental to the development of the AQAL model is the proposition that human stages of development are part of the larger project of evolution in general: a direction running from matter to life, to mind, to spirit. Certain common patterns or laws keep repeating themselves in all these domains.

There are many different stage conceptions with nominal levels, depending on what aspect of development is being evaluated. Human *moral* development, for example, is generally agreed to go through three broad stages: *preconventional* – egocentric, the human at birth, not yet socialised into any moral system; *conventional* – sociocentric, the human integrates with basic values of his/her society; and *post-conventional* – worldcentric, the human reflects on society at large and gains the capacity to criticise it or reform it (Wilber, 2001a: 15). Piaget's *cognitive* stages of development is another well-accepted stage conception. Robert Kegan orders consciousness into five stages of development, as in Figure 6. Values levels have been developed in the work of Clare Graves and expanded by Don Beck and Christopher Cowan (1996) in the immensely useful colour-coded spiral.

A key perception for the coach is that no person can be introduced to higher stages of development without growth and practice - because stages unfold sequentially. Levels or stages are built on their predecessors in concrete ways so cannot be skipped: a baby must crawl before walking; we learn progressively to master coherent sentences; each human being spends many hours of every day practising to acquire skills in order to move to new and successive stages of development.

3.2.3.1 Dominator hierarchies versus natural hierarchies

Critical to this concept of stage development and human evolution is the notion of *holarchies*, a term coined by Arthur Koestler to describe – in contrast with a linear hierarchy of levels of development - an integration and transformation of each stage as a new more complex stage is entered and developed. The prior stage thus becomes a part of a new whole, in ever-unfolding nested stages of directional development. Each part is an essential integral component for the existence of the whole – and each whole (or holon) is part of a whole in turn. In the context of coaching within organisational culture, this concept of nested holarchies replaces the notion of dominator hierarchies (the classic organisational pyramid) with that of *natural hierarchies*. This is a core transformation aim in coaching in this project, and is considered essential in the creation of alliances across diverse individuals, teams and organisations (see Figure 7 below).

Wilber describes *three types of value* that can be ascribed to holons – *ground value*, *intrinsic value* and *extrinsic value*. These types of value are relevant for an integral theory of organisational change in this coaching model, and moreover, they contextualise the positive philosophy of unconditional regard, on which a natural hierarchy depends:

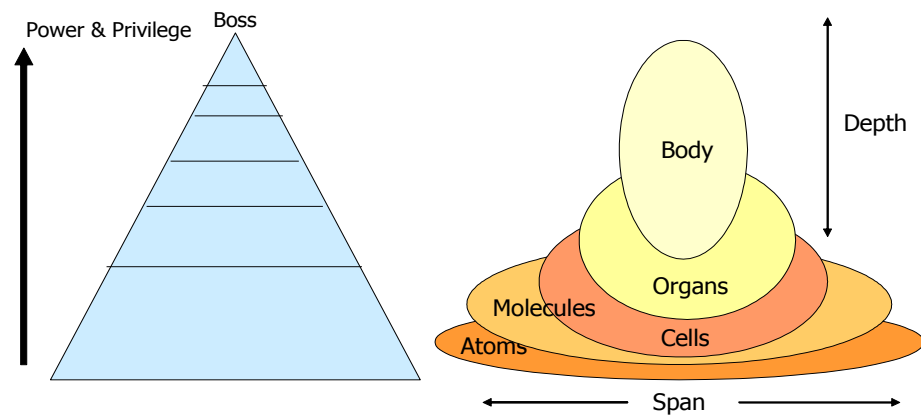
1. Every holon has *ground value* - that is, each individual in an organisation has equal human value.
2. Each holon is both a whole, and a part of a whole – in its wholeness, each whole has *intrinsic value*. The greater the depth, i.e., the more complexity in the wholeness, the greater the intrinsic value. In an organisational context in this work, intrinsic value relates to job levels.
3. Each holon, as *part* of a whole, has value for others – individuals are part of a team on whom others depend. In an organisational context in this work, each part has *extrinsic value*, depending on their importance to the existence of the whole.

Implicit in the three types of values is the inseparable linking of *rights and responsibilities*: each holon as a whole (an individual) has individual *rights*; and each part of a whole as *responsibilities* to the maintenance of that whole. This has obvious synergy with company policies and practices, like codes of conduct and performance contracts (Wilber, 2001a: 301-303).

The conventional corporate model, especially in a country like South Africa emerging from an authoritarian regime, is that of autocratic decision-makers embedded in a dominator hierarchy paradigm. That is, the leaders who *should* design alliances towards objectives and are responsible for the implementation of policy strive to implement change strategies that are *not integrally informed* – the change strategies are mainly systemic and technical, and driven from the top. As case study material in this research project demonstrates, when the primary focus for transformation is on the Lower Right Quadrant (systems, processes and outputs), leadership from the dominator hierarchy model frequently falls short in understanding both the impact of positional power as well as the managerial behaviours most desirable to implement strategy. The consequences of this conceptual gap between the best laid plans and the managerial behaviours for successful implementation is manifested particularly in groups that have had differentiated access to power historically and politically over a very long period of time, like women and black people in South Africa.

Figure 7 Hierarchy vs holarchy

Natural vs Dominator Hierarchy - an integral new leadership model



Graphic based on Wilber's descriptions of natural hierarchy

3.2.4 Reservations to the concept of holarchies

In dialogue with Melissa Steyn, I have encountered profound reservation towards the notion of *holarchies* - a reservation shared by several of Wilber's critics. However, the state of knowledge today (quantum physics, in particular) affirms that *holons*, wholes which are parts of other wholes, are a condition of the universe, therefore no theory of development, including coaching (*from what to what*) can ignore directional evolutionary development and the hierarchical progression this implies.

I do, however, respect the danger of valorising of hierarchies when these are associated with intrinsic human value based on an ideology of superiority – as has happened with racism and sexism. It is evident in organisations that the higher up one is in the hierarchy, the more power accrues – and, controversially, with power there is evidence of an entitlement to privilege. However, the notion of ever-more complex spirals of development embraced in the theory of holarchies *does not incorporate privilege as entitlement*. The notion that entitlement to privilege is a consequence of increasing positional power has been variously institutionally and systemically reinforced – as a system like apartheid makes manifestly clear. I interpret this consequence as a *culturally-derived interpretation* of positional power, based on *dominator* hierarchy models. Role models like Nelson Mandela, Mother Theresa, Ghandi and the Dalai Lama offer evidence of a different response to positional and personal power. Their genuine regard for all sentient life underpins the philosophy and model of this research project.

3.2.4.1 Span and depth

In natural hierarchies, each level of development that is integrated and transformed into more complex levels of development is characterised by a directional movement from greater span and less depth, to less span and increasing depth – as represented in Figure 7 above: there are hugely more atoms, for example, than there are molecules which contain atoms transformed and integrated. Molecules are more complex, have more depth and less span than atoms, and so on with cells, organisms, body.

It is evident that in a natural hierarchy a body might well lose the top structures and still survive (with less complexity), but survival of the entity would be quite impossible without the lower levels. The philosophical consequence of modelling an organisation on a natural hierarchy is the logical necessity for positive regard for every level of work from bottom to top.

This coaching project attempts to integrate the concept of natural hierarchies with Elliott Jaques' concept of the requisite organisation: an un-oppressive hierarchical body, incorporating five managerial-leader competencies applicable to every level of work. *Executive Leadership* stresses that the true meaning of leadership is that of people moving along together in synchrony, not one behind the other. The concept of leading and following *together* is very

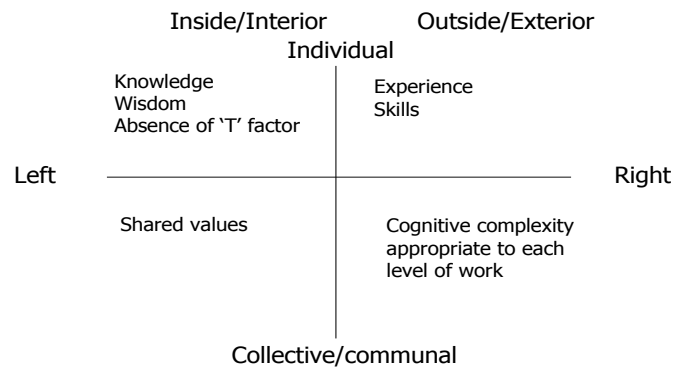
important to understanding Jaques' definition of managerial leadership. Also crucial is Jaques' insistence that hierarchy is inevitable:

... it is simply not true that 'hierarchical authority' and 'manager' must mean oppressive relationships (Jaques and Clement, 1994: 21).

The approach is consistent with Wilber's description of *natural hierarchies* versus *dominator hierarchies*.

Jaques describes five core managerial-leader competencies, each of which can be mapped on the integral model (see Figures 8 and 9 below):

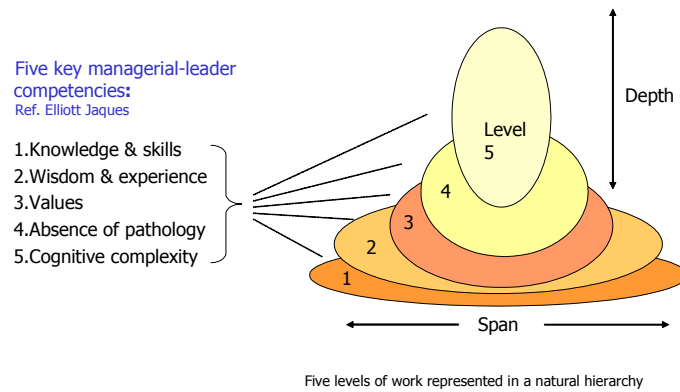
1. knowledge and wisdom;
2. skills and experience;
3. shared values;
4. an absence of pathology or temperament (the 'T' factor); and
5. cognitive complexity.

Figure 8 Five core managerial leadership competencies aligned with AQAL model

Source: My invention based on Wilber (2001b: 65)

Wilber's model emphasises that 'consciousness is a four-quadrant affair' involving interiority and exteriority, and Jaques, it seems, would agree - with the caveat that, in the world of work, what can be measured will be delivered:

We need a multiplicity of disciplines to help us understand the processes of work and creativity. We then avoid the pitfalls of viewpoints that are too restricted, and we gain some insight as to the true nature of these important human processes. They are psychological processes, with deep unconscious roots; they are part of economic life; they may occur in solitude or in the setting of groups or under management; they can be rewarded more equitably if measured, and they need to be considered together, since all work is creative and all creativity is work (Jaques, 1970).

Figure 9 The managerial-leadership competencies incorporated at each level of work**Managerial Leadership at every level in a natural hierarchy (a *holarchy*)**

Source: My invention

According to Elliott Jaques and Stephen Clement (1994: 35-88), managerial leadership is the potential as reflected in cognitive complexity at any given time – the innate mental ability of a person to organise information and the potential to work at five or 10, 15 or more years into the future. Consistent with the AQAL model's directional emphasis in the evolution of complexity in *lines* of development, *levels* of development and *states of consciousness*, cognitive complexity grows by true maturation, developing in a regular and predictable manner through youth, adulthood, mid-life and maturity. It is this predictable maturation process that makes it possible to evaluate a person's potential (an Upper Right Quadrant – behavioural - outcome).

Elliott Jaques asserts that none of the other four competencies develop by *predictable* maturation - unlike cognitive complexity. The development of knowledge and skills depends on experience and education. Values change, or otherwise, depending similarly both on experience and managerial scope and influence. Wisdom may or may not be enhanced over time. Personality characteristics tend to endure unless modified by intense worldly experiences or by interventions like coaching, counselling or psychotherapy.

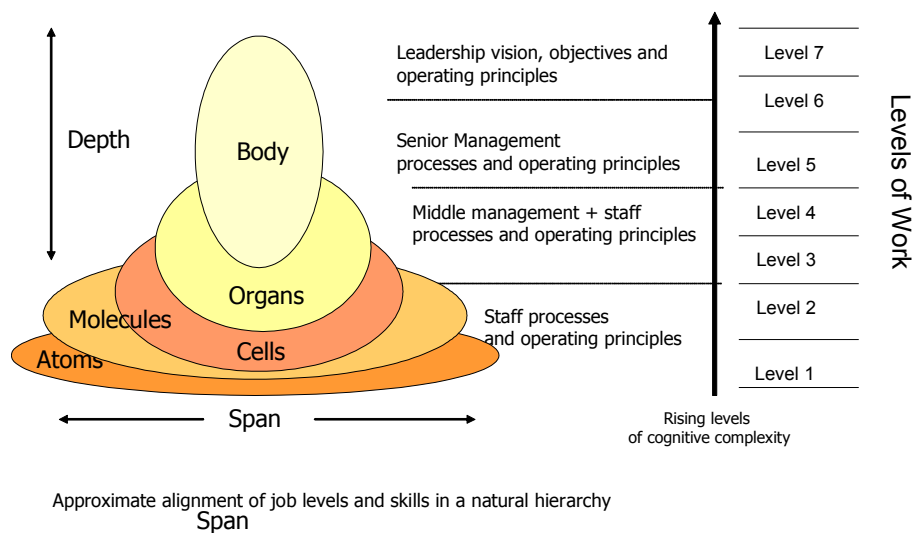
The absence of pathology (the 'T' factor) as a condition of managerial leadership competence at any job grade level aligns well with the concept of directional development as a *continuing decrease in egocentricism* (Wilber, 2001a: 164-165). Narcissism and egotism are greatest therefore at the least evolved stage of emotional development, and decrease with increasing integral complexity.

The relevance for coaching managerial leadership to create alliances across divides is that, given the *stage of cognitive complexity* in a client, the other four key competencies *have the potential to respond positively* to an appropriate combination of teaching and training, counselling, coaching and mentoring.

Elliott Jaques has developed seven levels of work (stage conceptions) based on *Current Actual Capacity* (Jaques and Clement, 1994: 46), a formula that embraces the five managerial competencies. These five key competencies have been aligned in this integral coaching model to the concept of nested holarchies: each level of work being integrated and transformed in ever more complex levels of work, each level essentially dependent on every other; and each level showing increasing depth and less span, the greater the complexity.

Figure 10 A representation of a natural hierarchy of organisational levels

Levels of work incorporated as holarchies:
each level from atoms integrated and transformed into a more complex
stage of development



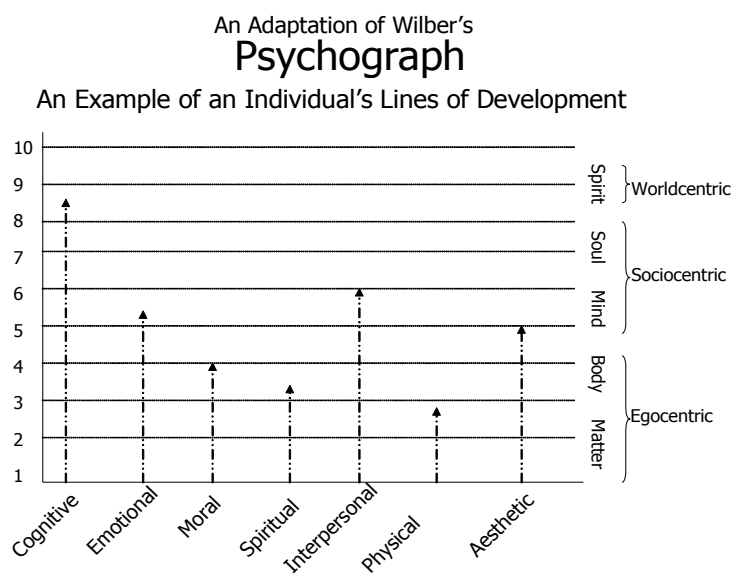
Source: My invention

3.2.5 Lines

Lines of development illuminate the widely-accepted idea of multiple intelligences pioneered by Howard Gardner. Their significance in coaching in a corporate environment to create alliances across divides is apparent in Gardner's explanation:

We observe daily that only one kind of talent – say, technological creativity – is being rewarded, and only one measure – say, profitability in the marketplace – is being recognised. These indices are insufficient; other parts of the human spirit merit recognition, respect, and veneration (quoted in Thomas and Forman, 2005).

Cognitive intelligence, emotional intelligence, moral (ethical) intelligence, spiritual (wisdom) intelligence, interpersonal (relational) intelligence, and physical (wellness) intelligences are the six capacities most relevant to managerial leadership, each of which show lines of progress, that is, they too grow through stages of development (Gardner, cited in Thomas and Forman, 2005). Wilber has developed *the psychograph* as a useful tool to help people recognise and reflect on their own levels of development along these lines, which develop relatively independent of each other, though they are intertwined. Most of us tend to excel along one or two lines and perform less well in others. For example, a proponent of integral vision, Peter McNab (2005) describes a Nazi scientist like Dr Mengele as probably being highly developed on the cognitive line and very poorly developed on the ethical (moral) line. A top sportsman like Ernie Els would likely have a highly developed physical intelligence line. (See Figure 11 below for adapted version of Psychograph.) I found coaching clients in this project responding with alacrity to the invitation to reflect on their own and others' lines of development, proving it to be a very useful tool in growing increasingly layered insights that opened understanding of themselves and others in practically useful ways.

Figure 11 Lines and stages of development

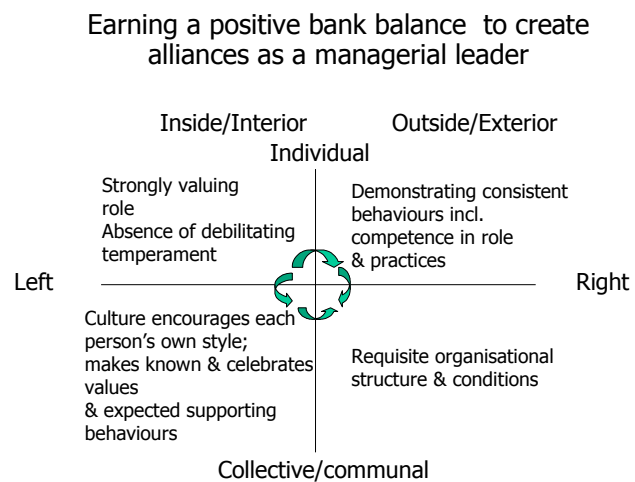
Source: Adapted from Wilber (2001c)

Figure 11 above, adapted from Wilber's (2001c) representation of a psychograph in *The Theory of Everything*, demonstrates an imaginary coaching client's psychograph. The numbers on the left-hand side represent Wilber's 8 to 10 levels of consciousness. On the right side of the diagram, Carol Gilligan's stages of relational (interpersonal) development align with the levels of consciousness from matter to spirit. Chapter Four indicates how levels on each of six lines of intelligence relevant to the business world can be assessed.

A core part of an integral coaching model is to engage with clients in reflecting on the lines of intelligence *in each of the four quadrants* and discovering their areas of strength and areas for development. To connect again with the synergy in Elliott Jaques' approach, Jaques talks of the need for managerial leaders to amass *a solid bank balance* in regard to personally earned authority. There are four basic conditions to this (Jaques and Clement, 1994: 47), which I align below with the AQAL model, as illustrated in Figure 12, summarised as:

1. A requisite organisational situation has proper levels available.
2. Managerial leaders should be operationally competent in their role so that the subordinates can have confidence in them.
3. Requisite managers must operate with consistency.
4. All should be encouraged to express his or her own natural personality and to be their own natural selves, while at the same time being required to exercise sufficient self-control so as not to behave in ways likely to be disruptive of working relationships.

These observations from Wilber and Jaques are supported by the work of Daniel Goleman (1996, 1997, 2003) on emotional intelligence and leadership.

Figure 12 Aligning Wilber's AQAL model with Elliott Jaques' Requisite Organisation

The cognitive line of development notably leads the way for the development of other intelligences – however, as Wilber emphasises, it is *necessary but not sufficient* for the development of other lines. Hence attention by coach and client to an integral practice whereby neglected areas of development may be strengthened, for example, is made explicit and practically accessible by sharing the AQAL model and the Integral Operating System with the client.

3.2.6 Types

The psychograph is also useful for plotting typologies. Horizontal types, like Myers-Briggs or Insights classifications, appear on any level. I have used with clients in this project a ‘communications styles’ questionnaire, which relates types of people - action-oriented, people-oriented, process-oriented, or ideas-oriented - to preferred styles of communicating. Also useful to illustrate types has been the Learning Styles Profile Norms for the Learning Styles Inventory (Kolb, 1976), where a person may have a strong preference to learning by *doing*, whereas a colleague prefers contemplating and thinking things out. I have come to regard multiple discourses as horizontal typologies which can appear on any level or stage of development. The objective in the project was to build increased understanding of different types amongst people and by so doing, create opportunities for better alliances.

I work with the AQAL model on two levels – principally as my own diagnostic tool, mapping each client on the model, using the Integral Operating System to build the holographic picture of where each piece of the client’s story fits, in the complexity of its values, behaviours, world view, material practices and the levels and lines of development. Increasingly as the project progressed, I introduced the client to the model via drawings, and use the quadrants to get them to map themselves and their world with as much detail as they can, with the intention of raising conscious awareness of synergies and disconnections.

3.3 Summary of main points

The main thrust of this chapter has been the connection of the theoretical foundation based on Laclau and Mouffe’s socio-political theory of discourse, with an explication of the five elements that constitute Wilber’s Integral Model (AQAL: All Quadrant All Level). Terminology (like holarchies, and natural *vs* dominator hierarchies) has been explained with reference to the development of an integral coaching method. A viable connection between Wilber’s integral model and Elliott Jaques’ description of a ‘requisite organisation’ has been made, particularly with reference to Jacques’ five core competencies for managerial leaders and the concept of levels of work.

Possible resistance to the notion of holarchies, and the interpretation herewith of holarchies as natural hierarchies, has been noted. This work holds that the notion of natural hierarchies is

based on increasing levels of complexity and, while these levels have implications for positional power in organisations and teams, the concept is not to be conflated with the entitlement (and possible abuse) of privilege. However, a fundamental principle of this coaching model is acceptance that organisations and teams have hierarchical structures and these need clearly defined boundaries at every level.

Chapter Four describes the activities undertaken using the framework and methods described above.

Chapter 4

Research Activity

Chapter 4

Research Activity

If climate drives business results, what drives climate? Roughly 50 to 70 per cent of how employees perceive their organisation's climate can be traced to the actions of one person: the leader (Goleman, Boyatzis and McKee, 2003).

4.1 Project background

Research site: A relatively small financial services company in South Africa, named here “AMSA”, a fictional acronym. Each of its four departments or sections was headed by a senior manager, reporting to the Managing Director.

In 2002, under a pilot programme to introduce the *Investors in People Standard* in South Africa (a Department of Labour initiative funded by the EU as part of the South African government's National Skills Development Strategy), the company was assessed against the standard and failed to meet the evidence required for several of the then 12 indicators, though there were areas of strength and evidence of good practice. A report summary based on employee interviews cited lack of trust, poor management practices, lack of transparency, inconsistency in the implementation of policy, and lack of accountability owing to poor role-definition as key areas of concern. A similar profile emerged from two other surveys (an external survey: *Best Company To Work For*, and an internal survey) conducted around the same time.

Each of the five senior members had attracted a range of negative comments, particularly in the internally-conducted survey, the most representative comments from staff being:

Inconsistent, ineffectual leadership (people skills) and lack of leadership direction; lacking in relevant specific skills; biased in favour of African black empowerment; poor project management skills; conservative authoritarian with a ‘new age’ empowerment veneer; racist, disempowering, culture of favouritism, culture of blame (data from report compiled for AMSA Executive Committee, 2002).

The company had committed to achieving accreditation with the *Investors in People Standard* within 12 months from the last assessment. To that end, I submitted a proposal for consideration by the Executive Committee (ExCo) for a transformation project entailing both group work and coaching with each of the five executive managers. I also gained permission from the Managing Director to base this coaching research project within his company.

My intention was to test the hypothesis that in order to create alliances amongst diverse individuals and groups in the interests of the business objectives, the coach would need to begin the coaching journey by helping the client surface and articulate limiting assumptions about self and ‘other’ – ‘other’ being perceptions of ‘those different from me’ or the system itself. The objective was to raise awareness of the deepest ‘wound’ in each client and the ways in which this manifested in behaviours in the organisation.

The rapid pace of transformation experienced by the company, driven by internal and external demands, compounded existing issues surfaced by the surveys. There were several attempts by ExCo and by a range of consultants to address perceived problems. However, from my interviews with staff, it appeared that these resulted in the many different strands that created the current conditions being conflated. Thus multiple causes of dysfunction were being reduced to single cause-and-effect solutions that failed. The Managing Director confirms that various interventions had been tried before:

MD: *And in many ways I think because we started with an extremely visible and difficult problem, we made headway with it quite quickly, remembering that we’d had previous interventions on that very score. I think that, for me, certainly created a lot of confidence in the prospects or possibilities of what coaching could do.*

DA: *How do you know that coaching helped quickly in that case?*

MD: *Because it raised various types of awareness that simply were not there prior to that* (excerpt from Transcript 7th July 2005).

In the context of South Africa, where the most painful divide for so long has been institutionalised racism, my work experience thus far showed that *cultural diversity* frequently becomes a euphemism for *racism*, with the consequence that the most obvious ‘wound’ in the psyche of South Africans, black and white, was not being named or brought into the light.

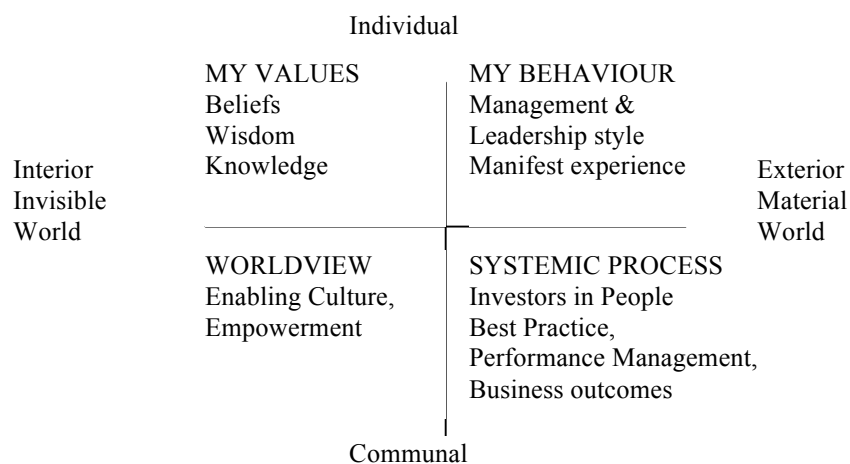
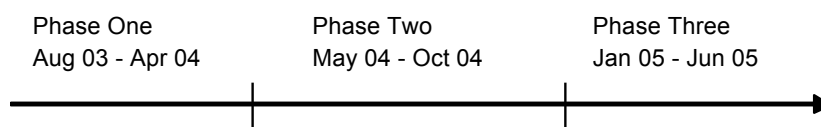
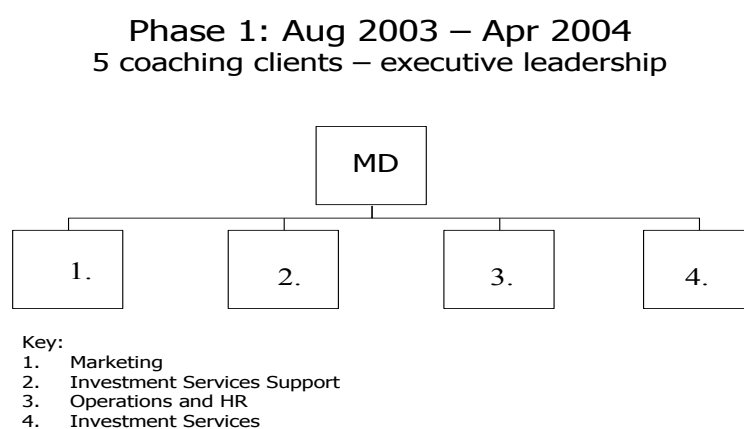
A further consequence of this, played out in the business context where black empowerment is non-negotiable, is the muddying of waters around *performance*: to what extent are root causes of problems in performance systemic and structural, or the result of conflicting worldviews, perceptions and behaviours, or both? The Integral Operating System suggested a coaching process to systematically unravel multiple causes of dysfunction in performance and identify the different strands, offering a ‘*both-and*’ rather than an ‘*either-or*’ approach. The coaching sessions were recorded and transcribed in order to identify possible discursive themes and the interpretive repertoires in each client’s narrative and to assess congruence of individual worldview with the company’s espoused culture and values in pursuit of its strategy.

4.1.1 Pre-coaching preparation

A two-day breakaway in August 2003 with the five executive managers was facilitated by me with the aim of understanding the strategic objectives of the company, and of each of the four sections in the company; getting a sense of the dynamic amongst the senior managers, and a sense of the individual personalities and styles of each.

The further intention was to lay the foundation for a common language and reference point. The aim was to start to build robustness and open debate where there has been anxiety, anger and below-the-water-line rumour (Goleman uses the term *Emotional Hijacking*: “Negative emotions – especially chronic anger, anxiety, or a sense of futility – powerfully disrupt work, hijacking attention from the task at hand” (Goleman, Boyatzis and McKee, 2003: 16)). I considered this exercise an essential platform to achieve before the individual coaching sessions began. I also role-modelled two key elements that would be consistently incorporated in the coaching journey and core to the process of transformation. The first was to demonstrate the overarching philosophy on which my work is based – the *positive philosophical choice* embedded in the Integral approach and developed as a coaching and consulting practice by Nancy Kline (1999), and used as a coaching tool in this research project - and to make the business case for working this way. The second element, which aligns with the positive philosophical approach and the need for coaching to be outcomes-based, demonstrated a process for team and individual goal-setting. This was adapted for this coaching project from Fritz (1995), my adaptation for coaching being described more fully in Section 4.2.6 of this chapter.

The context for the coaching journey was confirmed at this breakaway session as bounded by three projects, critical to strategic objectives – the *Enabling Culture Project*, *Investors in People*, and the *Empowerment Strategy* (see Section 1.7) - which were oriented in collaboration with the clients on the Integral Model (see Figure 13).

Figure 13 Strategic objectives in an Integral framework**Figure 14 Timelines****Figure 15 The first phase of the project**

4.1.2 Project phases

The coaching project took place in three phases over a period of 18 months (see Figure 14) owing to major changes that affected the scope of the original project design.

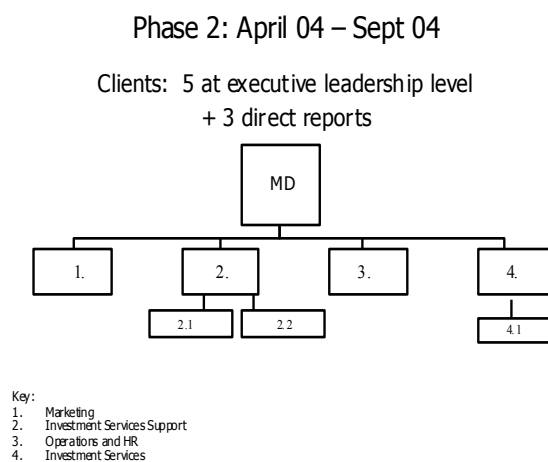
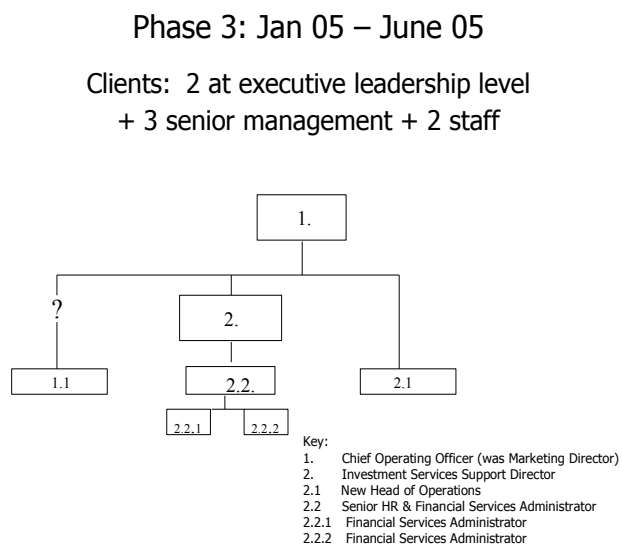
The original project design (Phase One) was to coach five executive leaders over a six-month period from August 2003 (allowing for festive season and new year holiday breaks) to create alliances towards a shared objective: to improve investment performance through improved staff relationships at every level (see Figure 15). The coaching sessions were to be two hours' face-to-face contact, once a fortnight, with each of the five executive leaders. The coaching progress overall was to be reviewed at the end of three months (October 2003), and again at the end of the coaching period. These five clients are identified herein as MD, Client 1, Client 2, Client 3, Client 4 and Client 5.

The goals set for the coaching were:

1. To reduce tensions particularly between the director of operations [Client 3] and the director of support services [Client 2], and by so doing, improve relations between the staff horizontally in their two respective lines.
2. To raise awareness in the Managing Director [MD] and his four direct reports [Clients 1, 2, 3 and 4] of inconsistencies of *Enabling Culture* policy application and behaviours; and to transfer skills in the use of tools to change organisational culture from negative to positive.
3. To have gained, via coaching input, sufficient acceptance by the company staff of top-level commitment to positive change initiatives to enable *Investors in People* accreditation at the next assessment.

Included herewith is an extract from a transcript of a meeting with the Managing Director on 7th July 2005 to confirm the above (see full transcript in Appendix 8):

MD: *Our initial interactions were around Investors in People and then around diversity. And the sort of big event or moment where things started to come into focus for me was on our breakaway in Stellenbosch [August 2003]. And that was just the top team. One of the big issues that was aired there was the massive concern around [Client 2]'s area and whether he was delivering - the huge tensions that were developing between him and [Client 3].*

Figure 16 Phase Two of the Project**Figure 17 Major changes in Phase Three of Project**

In September 2003, after individual coaching had begun for each of the five senior managers, a prevalent theme was the lack of connection and accountability flowing from middle managers up the line. In response to the coaching question, “What do you need to do differently to change this?” (Intention: Upper Left Quadrant) and “How will they (staff down the line) know this?” (Manifest behaviours: Upper Right Quadrant), the decision was made to hold a second breakaway with the five senior managers and include their direct reports.

At this workshop, which I facilitated, I again role-modelled the process and the philosophy that underpinned the coaching journey. In so doing, after mapping the ideal AMSA and gaps between this picture and the current reality, a solution going forward was co-created by all the participants, viz. the formation of ManCo – a management committee, which included ExCo, and that would meet on a monthly basis to share communication, responsibility and innovation.

The workshop outcomes were congruent with the *Enabling Culture* project objectives. In terms of the Integral Model, the workshop experience and outcome brought into relation the organisational culture (bottom left quadrant) with business process, systems and outcomes (bottom right quadrant). It remained for the coaching process with each client to ensure that the individual intentionality and values (top left quadrant) and the individual behaviours (top right quadrant) were congruent with the lower two quadrants:

To understand the whole, it is necessary to understand the parts. To understand the parts, it is necessary to understand the whole. Such is the circle of understanding (Wilber, 2001b: 1).

This process of individual coaching *combined with group work* is crucial to the Integral Model – the whole purpose of Integral coaching in an organisational setting is to create an integrally congruent body. An integral body - whether it is the individual, the team or the organisation – is healthy and resilient when each of the four quadrants are congruent, when there is reflective consciousness working in each quadrant for the well-being of the whole.

Over the first and second phase of the coaching project (a period of a year) I was able to work in this way, moving from part to whole and back again, with all the staff in one of the four sections of the company – Marketing. In the course of coaching the head of Marketing (also a company director and champion of the *Empowerment Strategy*), we met with his entire section four times - approximately once every three months for two days. In these workshops, staff concerns, conflicts and solutions were worked through, within the same philosophical approach and Integral processes that underpinned the individual coaching.

During the first phase of coaching, rumours of a merger under discussion raised fears of retrenchment and deepened a climate of distrust and demotivation among the staff. The implications of the possible merger unravelled the commitment to the strategic direction set in the two-day breakaway of August 2003. This resulted in a second phase of coaching. Apart from embedding the core principles of the *Enabling Culture* objectives, by deepening

awareness of the *Investors in People* indicators as both a philosophy congruent with the aims of the *Enabling Culture* objectives and a tool for effective management, the coaching goal was to stabilise staff relationships and manage stress and anxiety about possible life changes, while day-to-day business was to be maintained. This period was especially trying for the Marketing staff, as confidence wavered with swelling rumours and no information from the Board of Directors either confirming or denying the talks, so effectively doing the job of marketing was compromised. (Details of coaching and group work done within the Marketing section is described in case study material in Section 4.3.1.1.)

In Phase Two, three additional coaching clients were introduced from two of the reporting lines. In the Services Support area, a talented business analyst [Client 2.1] wanted behaviour modification on which her job grade increase depended, as well as finding ways to cope with her ‘nemesis’ – Client 2 - with whom she had clashed at a previous organisation and had the challenge of having to work with again in this organisation. The second new coaching client [Client 2.2], also from Services Support, was tasked with being more assertive at ensuring her staff delivered effectively. Client 4.1 had serious conflict with her senior manager, Client 4, and their deteriorating relationship was stressful to both persons as well as destructive to the staff relations and performance in that section.

After six months of uncertainty, there was a collective sigh of relief when the merger was called off.

Phase Three took place after considerable changes in the hierarchy of the company. The MD moved out to start up an internal investment consulting service, Client 4 left the company, and Client 4.1 no longer needed coaching support. Client 1 moved upwards into the newly-created position of Chief Operating Officer; in his renewed coaching contract, he would judge the success of the coaching by his ability to achieve the company’s goals by means of empowering leadership and effective management (coaching ongoing at time of writing).

Marketing had taken on a brand manager [Client 1.1] for whom line management was a new challenge: coaching was designed to build the strategic alliances, the skills, and the confidence to manage her very different team members and their roles. The Operations and Human Resources Director [Client 3] moved out of the company and was replaced by Client 2.1, who made a major shift upwards from her previous role of business analyst with line responsibility for just one person, to being the new Head of Operations, responsible for a team of four managers and their direct reports. Coaching Client 2.2 also grew her roles and her level of responsibility, but not without a bumpy ride. She inherited a team of administrators in which there was escalating conflict – and one of the two members of this team came into the coaching project [Coaching Client 2.2.1].

The case studies that have provided the research material for discourse analysis and identifying the interpretive repertoires are therefore excerpts from nine clients over three phases, some of whom were involved in coaching in all three phases, some for two phases and some for only one of the phases, as indicated in Figures 15 to 17. It is important to set the nine individual coaching case studies described here in the context of the team coaching and facilitation that was happening concurrently, in support of the individual coaching objectives.

4.2 Stages of the coaching process

4.2.1 Introducing clients to coaching

The concept is fairly new in South Africa and was entirely new to the clients in this project. An introduction to the process of coaching (see Section 1.2 for details on ethics and contracting) also serves to create buy-in from the client for the non-negotiable value-base which underpins the coaching journey, and on which transformation of low trust to high trust in the organisation depends. This is the philosophy of positive regard - on which a *natural hierarchy* depends - for each and every person at every level (see Section 3.2.3.1 for explanation and diagrams of a natural hierarchy versus a dominator hierarchy). The objective in making the coaching values base explicit is to role-model, from the very first moment, a process of *managerial leadership* that has the potential to be positively transformative in a low-trust environment.

4.2.1.1 The positive philosophical choice

I am profoundly grateful to Nancy Kline for my training in her methodology, the Thinking Environment™, and her permission to incorporate it here.

Any evaluation we can possibly make about reality is an assumption. It cannot be proved. Assumptions can be positive or negative – it's our choice. For example, we can choose to believe that we are born in sin, or we can choose to believe that we are born a blank page on which experience writes its script. The philosophy of the positive recognises the value of the other, and recognises the value of self. It is a philosophical choice to believe that human beings are inherently intelligent and good and to actively treat one another from that perspective.

This does not mean suspending one's values – the objective is to absorb the truth of each and everybody's ability to think well for themselves. The coach's task is to enable the client to affirm that s/he has value, does count – it enables the client to have positive regard first and foremost for themselves. This is a powerfully liberating experience and very often leads to breakthroughs in decision-making and actions that change the experience of organisational transformation for the better. (For examples of case studies, see Kline (1999). My own experience as a trained consultant in this methodology with corporate clients and their feedback also attests to the power of this process.) The power of this process in coaching to

build alliances across divides is its ability to help clients articulate limiting assumptions they may be holding; the coach helps the client reframe the limiting assumption/s he or she might have been making, to a liberating true alternative to that assumption. The breakthrough is powerful because it is composed of the client's own words; it is therefore profoundly real to the client.

In making the positive philosophical choice a non-negotiable business value, it is very important to emphasise with clients the difference between *circumstantial value* and *human value*. If an employee under-performs against agreed competency levels, or breaches company codes of conduct, these are *circumstances* that need to be effectively and consistently addressed. However, the manner in which poor behaviour or performance is addressed is one which holds awareness of intrinsic *human value*. In a country recovering from the extreme psychological - let alone economic - damage caused by a manifest disrespect for human value driven by racial prejudice, this aspect of emotional and ethical intelligence for managerial leaders simply cannot be underestimated.

4.2.2 Coaching toolkit: Kolb's Learning Styles Inventory

Each client starts their coaching journey by completing Kolb's Learning Styles Inventory, the objectives of which are: it is tangible; it focuses the client's attention on the importance of reflection; it provides a useful starting point for guiding learning conversations; and it is a reference point in the coaching journey.

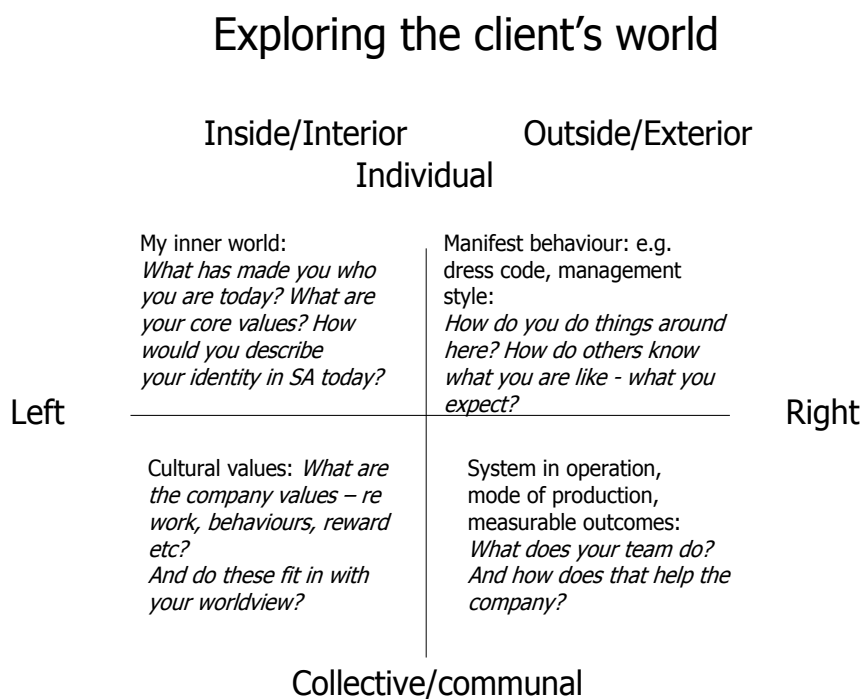
4.2.3 Working with Integral mapping [AQAL]

In order to introduce the client to the Integral Model, ground was laid by drawing on conventional, familiar business discourse, like making the link between *hard* and *soft* skills, and making reference to the strategic objectives of the *Enabling Culture project* sponsored by the Managing Director and the *Investors in People Standard* with its focus on management effectiveness. The company's own *Empowerment Strategy* was championed by Client 1, and the business case for an Integral approach with an emphasis on people development was clearly viable in view of the following mandates:

- Black Economic Empowerment (the Employment Equity Act of 1998 and the Broad-based Black Economic Empowerment Act of 2004 underscore diversity as a business imperative); and
- the King Committee's (2002) *Code of Conduct* and its focus on the *Triple Bottom Line* (Financial, Development of Human Capital, and Social Responsibility), which all companies listed on the Johannesburg Stock Exchange and all government departments are mandated to meet, and on which they must provide the public with access to evidence.

The four quadrants of the Integral Model were then introduced during the course of early exploratory coaching conversations to enable me to attempt the construction of personal identities, to make the business case to the client for evaluating and integrating systems and practices using ‘Integral mapping’, and to engage the client with assessing perceptions of consistencies and ‘disconnects’ (see Figure 18).

Figure 18 Coaching exploration using the quadrants



When clients are familiar with the *four quadrants* of the Integral Model, what each quadrant represents, and how these relate to the objective of creating alliances to achieve business goals, they are then introduced to the concepts of *lines of intelligence* and *levels of development*. Getting to an understanding of these concepts is made as experiential as possible by drawing on clients' own life and work experiences and reflections.

4.2.4 Coaching toolkit: Assessing levels in lines of intelligence

Brett Thomas and John Forman (2005) provide an invaluable five-level guide to the six lines of intelligence most relevant to managerial leadership development with which to assess clients and their shifts, and to enable clients to reflect on self and others.

Example: Client 1 and Client 2.1 separately were given two coaching tasks - to rate themselves against the five levels described for each line of intelligence (set out below in summary form – there is much more detail given to each level indicator), and give clear work-related examples as evidence for each level claimed; and then to consider, in their opinion, what appropriate levels might be required in each line, in relation to theirs and their teams' roles and responsibilities (see Appendix 2 for example of grid designed for clients of self-evaluating levels and lines):

Cognitive Intelligence: the ability to learn, analyse and interpret:

Level 1: Able to take direction.

Level 2: Able to understand direction.

Level 3: Able to give direction.

Level 4: Able to form and present strong opinion.

Level 5: Able to engage in multiple opinions from a principled stand.

Emotional Intelligence: Introspective ability and self-reflection:

Level 1: At the mercy of emotions.

Level 2: Capable of self control.

Level 3: Able to accept and incorporate feedback.

Level 4: Able to use emotional responses as data points.

Level 5: Able to act as a container for the emotional development of others.

Interpersonal (relational) Intelligence: interacting effectively with others:

Level 1: Socially unaware.

Level 2: Able to give constructive feedback.

Level 3: Able to adapt communication.

Level 4: Capable of multiple forms of communication.

Level 5: Able to orchestrate communications.

Moral (Ethical) Intelligence: Ability to act for the benefit of the whole:

Level 1: Able to obey the rules.

Level 2: Able to be fair.

Level 3: Able to maintain in-group expectations, relationships and conformity.

Level 4: Able to maintain the social system.

Level 5: Able to maintain the social contract through individual rights and standards.

Spiritual Intelligence (Wisdom): Learning from, exploring and utilising sources of meaning, purpose and wisdom:

Level 1: Low sense of purpose; able to manipulate data for own use.

Level 2: Able to assimilate and interpret data.

Level 3: Able to integrate information into coherent knowledge.

Level 4: Able to purposefully assimilate multiple disciplines.

Level 5: Able to engage in multiple forms of learning and meaning.

Physical Intelligence (Wellness): bringing bodily awareness to work-life balance:

Level 1: Physically unaware.

Level 2: Capable of self-regulation.

Level 3: Able to monitor energy.

Level 4: Able to influence physical health and somatic awareness.

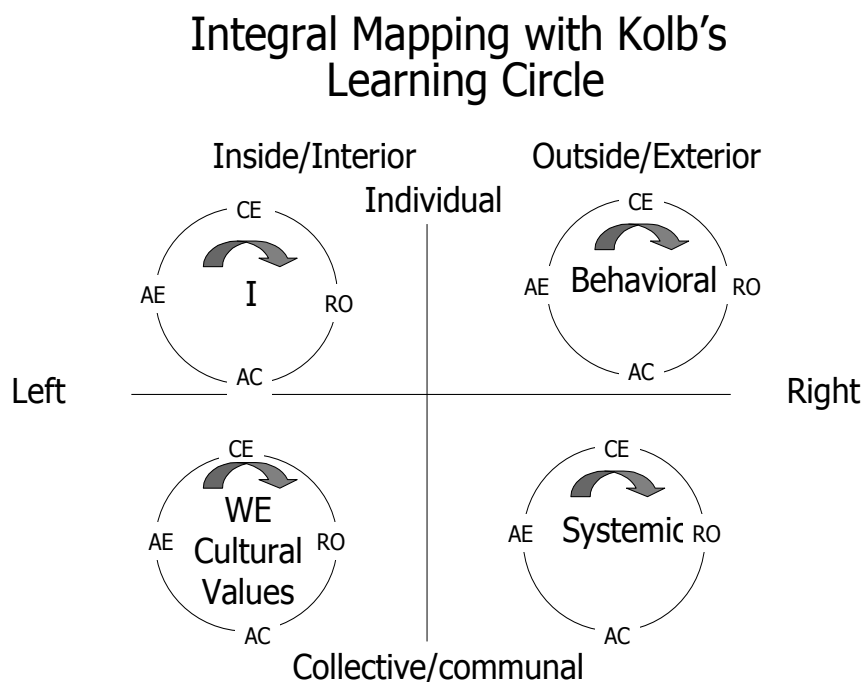
Level 5: Able to utilise somatic awareness in the service of self and others.

4.2.5 Coaching toolkit: Kolb's experiential learning cycle

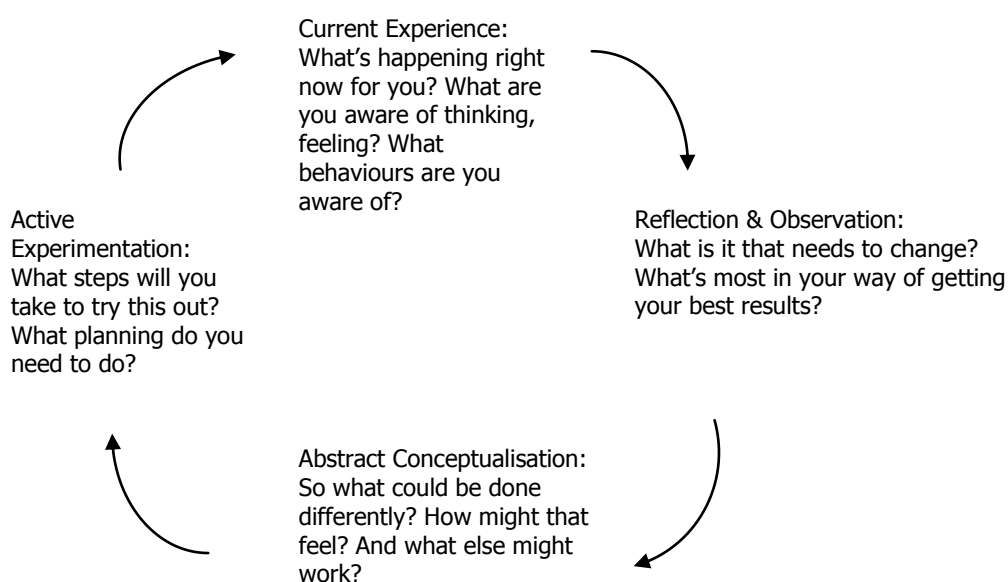
While Wilber's AQAL creates the wherewithal for the coach and client to identify and map synergies (or the lack thereof) between one's individual and shared interior world and the material exterior world, Kolb's experiential learning cycle – a model of problem solving – provides a coaching tool to navigate *within each* of the four quadrants (see Figure 19):

This model of problem solving is based on three premises: first, that problem solving is basically a process of learning from experience; second, that problem solving involves the manipulation and control of the external world through one's mental processes (mind over matter); and third, the problem solving is by its nature a social process (Kolb, Olsand and Rubin, 1995: 246).

I would add to the second premise that problem solving is *heart + mind over matter*. The cycle is designed to be a “holistic and integrated adaptive process” (Kolb, Olsand and Rubin, 1995: 246).

Figure 19 Negotiating each of the quadrants with Kolb's experiential learning cycle

Source: Kolb, Olsand and Rubin (1995)

Figure 20 Exploring Upper Left Quadrant using Learning Cycle: Client's inner space

Source: Adaptation Wilber 2001a:65; Kolb, Olsand and Rubin (1995)

The diagram in Figure 20 demonstrates an exploration of a client's inner space – the upper left quadrant. The client is asked to work through the cycle by starting with a description of their current situation (Concrete Experience). They are prompted with questions that encourage the client to explore perceptions, thoughts and feelings (Reflection and Observation) and asked to conceptualise possible solutions (Abstract Conceptualisation). The process then moves to planning action steps to implement as coaching tasks (Active Experimentation) before beginning a new cycle of Concrete Experience, in an increasing spiral of action and evaluative self-reflection and observation.

The process of working with the experiential learning cycle is further refined in individual coaching and team workshops by giving *specific tools* for reflection and observation - in this project derived from Robert Fritz's (1995) *Technologies for Creating* to reduce dissonance between goal-setting and successful goal outcomes.

4.2.6 Coaching toolkit: Process for deepening reflection and observation

At the beginning of the coaching journey, the client is encouraged to hold in mind the overall coaching goal - *to improve investment performance through improved staff relations*. The next step is to ask: *How would you know the ideal had been achieved?* The task is to list short outcome statements, like those given at the August 2003 breakaway, for example:

- *We become employers of choice.*
- *There is a high level of motivation and team work.*
- *There is low labour turnover.*
- *The media and our clients praise our commitment and our successes with achieving our triple bottom line results, etc.*

The next step is to ask the client to reflect on the *current reality* – a nuanced three-dimensional picture of aspects that:

1. currently work well and are worth keeping;
2. those that are working but not so well; and
3. those aspects that are not working well at all.

This material, particularly aspects of the current reality that are not working well or not working at all, forms the core work of determining the small success steps, the interim goals on the journey to meet to overall coaching goal/s. The current reality picture enables a *gap analysis* between Concrete Experience and the Ideal. This analysis is plotted against the four quadrants on the Integral Model – *individual values, beliefs and knowledge* and *individual manifest behaviours and demonstrable skills*, the *organisational culture* and the *systems in use*. For example, the framework in Figure 21 was created from client comments in September 2003 – note the clear picture that emerges of where a crucial part of the problem lies: impact

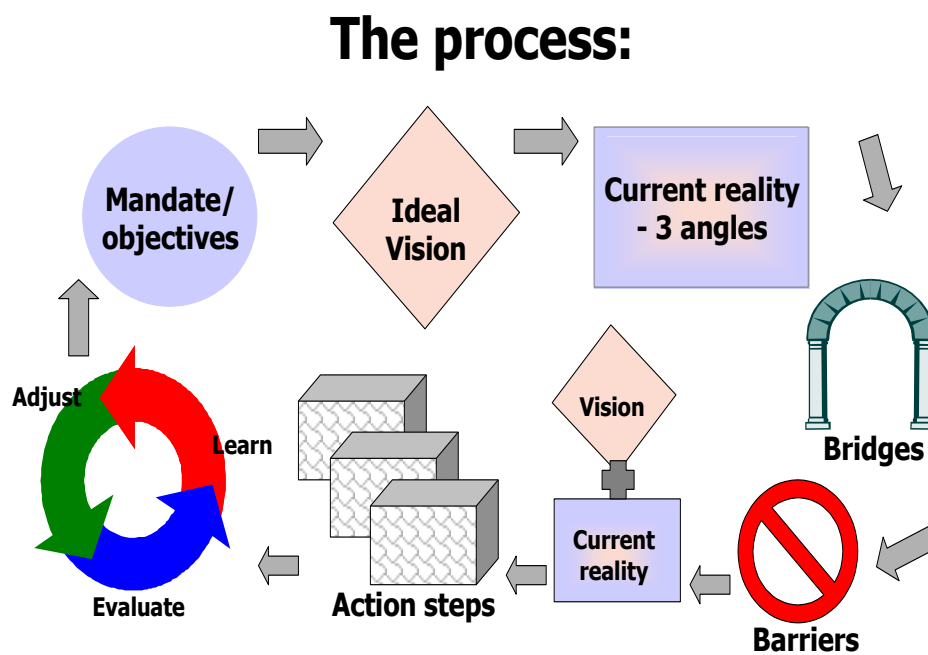
on performance and motivation from the disarray, lack of consistency and understanding in the organisational culture (lower left quadrant).

Further reflection is encouraged by asking what perceived obstacles stand in the way of the ideal outcome, and what levers might there be to ensure a positive outcome. The coaching task is for the client to conceive of ways to dismantle the obstacles, and to maximise the leverage (Kolb's Abstract Conceptualisation). The client focus then moves to planning the implementation of these actions and finding opportunities to experiment in practice (Active Experimentation). The cycle then continues, with consciousness increased one notch higher with new concrete experience. As a result of this process, for example, in September 2003 a decision was made to form a management committee, ManCo.

Figure 21 ‘Current Reality’ Workshop Feedback plotted on Four Quadrants

<p>Individual interior</p> <ul style="list-style-type: none"> • I hate the culture of blame – people need to take ownership of responsibilities • I don't feel rewarded on the job • You can't trust anybody here 	<p>Manifest individual behaviours</p> <ul style="list-style-type: none"> • ExCo don't completely clarify expectations up front, which results in tensions • We don't offer enough support to our colleagues • We are starting to lose experienced as well as promising staff • ExCo has no relationship with middle management
<p>Organisational culture</p> <ul style="list-style-type: none"> • Lack of common values and supporting behaviours among the departments • Empowerment policy is not clarified properly • All areas do not operate as a united MetAM team • There is not sufficient trust coming from management to staff and staff to management • There is a high level of conflict, protection of turf, lack of information- and knowledge-sharing • We don't manage diversity well – certain people do not approach others who are seen as different (race, gender, culture etc) • Nothing is explained re the empowerment policy re future for young white and coloured people in the company • There is a lack of information about the underlying philosophy of the company • There is a lack of support between departments • We don't take kindly to criticism 	<p>Systems, processes and practices</p> <ul style="list-style-type: none"> • Interdepartmental communication not done well. • Attracting new business is not going to plan. • Investment performance turn-around is still not there. • Management spends too much time resolving staff conflict, to the detriment of strategy • We have not identified the reasons that previous interventions failed • Middle management does not have support structures • There is no succession planning

Figure 22 Refining reflection and observation [RO]



Source: Diagrammatic interpretation based on Fritz (1986)

4.3 Selected case studies

The nine clients who received coaching included a wide range of diversity: Afrikaans, English-speaking, Indian, African, Jewish, Moslem, Christian, agnostic, heterosexual, homosexual, male, female, ages from mid-thirties to over 50, middle management, senior management.

For Phase One, each of the five coaching clients in this phase appraised themselves, and one another (see Appendix 3 for client notes). These appraisals were used as a starting point in the coaching sessions, getting clients to reflect on the alignment between how each saw himself (upper left quadrant) and how he was perceived (upper right quadrant).

4.3.1 Client 1

Coaching goals:

- *To manage difficult relationships in his team.*
- *To lead his team and inspire them in difficult times.*
- *To step into his own power.*

As the head of Marketing, a company director and the champion of the Empowerment Strategy, this client had a number of challenges. He found the Integral perspective and the positive philosophical choice compatible with his own values-base, and took insights and tasks from his coaching into his team. He had difficulty in managing a particularly strong and combative member - an excellent marketer who, however, sought to undermine him, and whose disloyalty to him was divisive within the team. He resolved to transform the team focus and spirit (lower left) by aligning their performance goals (lower right) with their values, and sought my help with firstly raising difficult conversations into the open (like the question of loyalty), then embedding a positive working basis.

I agreed to facilitate a team workshop based on his coaching principles and objectives. Each member of the team defined their most important personal values (upper left), then co-creating the team values from a common understanding (lower left). Each person then defined what role they performed (upper right) and what it contributed to the business (lower right). The outcome of the workshop was deemed a success in that team relationships improved, and there was a common language and a co-created values base in support of clear performance goals. The next workshop, 10 weeks later, was to define the supporting behaviours each needed from team members in order to maximise performance, and to decide the measures and weighting:

DA: *So I need ... just want to check with you what's important on your agenda? ...*

C1: *Okay. You know the old debate that people say, well, you know, 'Well done - you have done this very well', but they go and nail you on something completely different - unless someone says, 'Guys, let's agree - this is how you are going to measure this'. But even then I*

don't believe that life is so simplistic that you can reduce expectations and objectives to a two-page document like this and say, 'Well, if I deliver on this document, it is the best it can be'. I don't think that life is like that. Okay. So this is just to give people broad direction on what we are supposed to be doing. So with that in mind, I will tell you that, whether or not we agree on what empowerment targets, objectives, are, what I should be delivering - there are certain things which will probably never be put down in writing which will influence whether or not we think, my team included, whether or not we think the company is still delivering.

DA: *But some of those do have to be articulated as goals.*

C1: *Some of them do. Some of them do. Some of them have been. Some of them are in here and whatever is not in here it needs to be here, like ...*

DA: *The philosophy that you have created with your team from the last two team-building workshops that we've done - that philosophy is about values, working from the positive, converting those values into supporting behaviours on the job; the supporting behaviours need to align with the team objectives.*

C1: *Yes.*

DA: *Now what didn't get clarified, as I understand it, is what those supporting behaviours really look like and how they are measured ...*

C1: *Ja. Okay. That's the one thing that I would like us to agree on with the next session that we hold.*

DA: *And would the starting point be the last document from that team meeting?*

C1: *Yes.*

In coaching towards his personal objective – to step into his power – Client 1 needed to achieve congruence between his internal view (upper left) and what he put into action (upper right) in order to get the business results he believed were possible (lower right) – he could trace his thoughts and behaviour on the Integral map:

C1: *I was spot on. The problem is that although I was spot on I didn't push it as hard as I should have or could have.*

DA: *Umm.*

C1: *So what will I do next time? Next time I will direct things. I will push it. Something else that happened yesterday is that ...*

DA: *Is that a pattern for you?*

C1: *Yes.*

DA: *That you're now beginning to feel that needs to change?*

C1: *Ja.*

DA: *Ja.*

C1: *I've compromised too much over the last five years and it didn't pay off.*

DA: *Ja.*

C1: *I didn't rock the boat. I didn't want to rock the boat then - the boat was sinking with me on board.*

DA: *Let's think about that - as you go back and reflect on what you could have done differently?*

C1: *No. I mean it's a simple thing, like, in order for us to have a successful client visit, what should we be doing? I have my views. I compromised on my views, and events happened, and I say I shouldn't have compromised - the business would have been better off.*

DA: *Ja.*

C1: *It's not that I would have won ... it's to get to the best objective that you can.*

As champion of the company *Empowerment Strategy*, Client 1 was caught up in the ambiguities of commitment to Black Economic Empowerment, a road South African companies are making as they walk it.

C1: *Okay. Lets take - are you referring particularly to empowerment? ...*

... Is that a problem for me? Yes, there is a problem. The problem is, if empowerment works, everybody is happy. But nobody necessarily gives you credit for it, because it was never really espoused. Nobody ever said ...

DA: *It wasn't properly articulated at the top?*

C1: *Yes. So nobody ever said, 'Yes, that's what we are going to do. We will measure you against that'. And if it happens then it's, 'Ja, you see ...' Wherever they are, they'll claim credit for whatever they believe it's getting for them. And then ultimately you have to say,*

'Well, I am not too worried about personal credit' - that 'I'll be happy that we achieved empowerment and our goals'. And at the beginning, I said 'Being there will be a better outcome than me being personally given credit for it'. Over the last month, I don't know - I've been saying, 'For goodness sake, what's my credit? Where is it?'

The coaching focus here was to enable Client 1 to think clearly about his options, and align all aspects of his 'quadrants' – to align his personal goals and values with the world he wanted to contribute to, by choosing actions that would result in an end-product he considered worthwhile. He was very conscious of the limits the system (lower right) can set on even the most high-flown of ideals and intentions. If you are a first-class Formula One racing driver, and your only vehicle is a Model-T Ford, the system will frustrate your aspirations every time. On the other hand, if the *system* is a Formula One vehicle, but your team has only ever driven clapped-out old Fords ...

The outcome today is his acceptance, after a considerable struggle with himself and with the company, of the role of Chief Operating Officer, a more powerful strategic position than he enjoyed as head of Marketing.

4.3.1.1 Client 2.1

Coaching goals:

- *Phase Two: To modify her perceived abrasive behaviour in order to earn a job grade increase.*
- *Phase Three: To be an effective managerial leader of her new team.*

A very work-focused business analyst with boundless energy, Client 2.1 is an intuitive Integral thinker, has a high level of cognitive intelligence, can see patterns and interconnections that add value to the business. She was frustrated by the clear message from her senior manager and the Managing Director, that unless she modified her behaviour, she would not be eligible for a job grade increase to a management role. In discussion on the Managing Director's perception of the contribution coaching might have had for Client 2.1:

MD: It's difficult for me to comment from a distance. You know what I mean. Obviously we've seen this extraordinary - almost metamorphosis - of [Client 2.1] over the last couple of months. I have never really discussed her in the depth we did, for example, with Client 4.1 and others because they were, like, very problematic for me. It's difficult for me to know.

DA: Client 2.1 for me has been one of the most exciting coaching journeys, because when she came into coaching, her task was to modify and refine her personality at work so that she could get the benefit of what she does very well at work. And that her behaviour patterns were standing in her way.

MD: *But now the big breakthrough there, Dorrian, is everyone had been telling her that, but she had resisted. I mean, I had that discussion with her. I said, 'You won't be promoted until your behaviour reflects what I expect from a senior manager'. [Client 2] had been saying that to her for ages before that, in very similar vein, but yet she had resisted. She said, 'No, that would be giving up my individuality, and I'm not going to do it'. So what was the real breakthrough? What persuaded her that it isn't, you know, we are not asking her to 'Give away your personality'?*

The 'breakthrough' according to Client 2.1 was affirmation – not affirmation for what she already knew she did very well (the technical competencies), but for her being: Client 2.1 thrived on *ground value*, unconditional positive regard. In our coaching conversations, she made the link between her patterns and assumptions, thoughts and feelings in her inner world that had led to her full-blown, uncontrolled sense of injustice that flung her onto her white stallion, and saw her charging off, sword in hand, bellowing expletives to help people who did not want her help! Also there was a long-standing bad relationship with Client 3, who had more positional power than she. The following excerpt gives a flavour:

DA: *So what happened, what made you throw your toys out the cot?*

C2.1: *That day after I'd been here, I think it was that day, C3 stormed into C2's office, dragged him into the bubble room and started screaming at the top of his voice that he would have fired me years ago.*

[Pause]

And he was just demanding of C2, I mean he was so loud that, I mean, I couldn't fail to hear. I was sitting right next door to the office.

DA: *Mmm.*

C2.1: *And he was demanding what C2 was going to do about me. And I felt completely threatened because I know that when C2 gets confronted he hasn't been able to deal with the situation. And as I said, he was being so loud, Dorrian, that I couldn't help hearing him screaming that he would have fired me years ago. If it had been up to him he would have fired me years ago.*

DA: *Ja. And how did that make you feel about that?*

C2.1: *It made me feel incredibly vulnerable. And on top of that, what happened was, not only did he scream that stuff, but then he stormed out of there because C2 obviously didn't give him satisfactory answers. C2 doesn't give you answers when you talk to him ... stormed out of*

there, went back to his office. And I then heard the next day ... it was a series of events that happened that are strung together, and I just got all wrong answers in the end.

Client 2.1 absorbed the notion of *ground value*, unconditional positive regard for another being and, in her work and personal life, began to consciously practice one of the critical components of this approach: *five times more praise than criticism*. She intuitively understood what was meant by *Integral consciousness* for herself at work, as mother, as team-player. She *knew*, she could *feel*, she had lines of intelligence at different levels and different fluctuating states. She also used, as a coaching tool, Personal Learning Contract templates for each one of her coaching sessions to record her tasks, the deeper purpose of each task and the learnings from task outcomes (see Appendix 5 for feedback sheet on coaching). She set her goals and stuck to them:

DA: *Okay. What do you want?*

C2.1: *Me? I recognise that there are certain ways that I do certain things that are very counter-productive for me.*

DA: *Like what?*

C2.1: *Like shooting from the hip and talking very outspokenly about things.*

DA: *Ja.*

C2.1: *I would like to moderate myself. I would like to be comfortable not necessarily winning the fight, but actually understanding that the battle is the big prize.*

I believe two events took place that contributed to the metamorphosis that the Managing Director describes above. The first was individual coaching, where she was positively affirmed for *who she was* and for her values, but constantly challenged with tasks to change *how she showed up*. The second fortuitous event was being given a temporary promotion to Head of Operations while the person responsible was on sick leave for two months. Her emotional intelligence, her high energy and cognitive ability came together so beautifully that it was decided, after two visibly successful months, that she was the best person to stay in that role. She has now been promoted into the job grade she wanted.

4.3.2 Client 2.2.1 – internalised oppression

Coaching goals:

- *To resolve conflict at work.*
- *To step from being a victim to being in my own power.*

Sessions: four x one-hour individual sessions + one session with Client 2.2.1's colleague.

4.3.2.1 Background

A team of two financial administrators were in conflict with each other. The younger of the two, a black woman in her mid-thirties, was on the point of handing in her resignation, blaming her colleague for making her life unbearable. Her colleague, a white woman (60), hotly refuted any adversarial behaviour, claiming the younger woman was trying to force her out of her job.

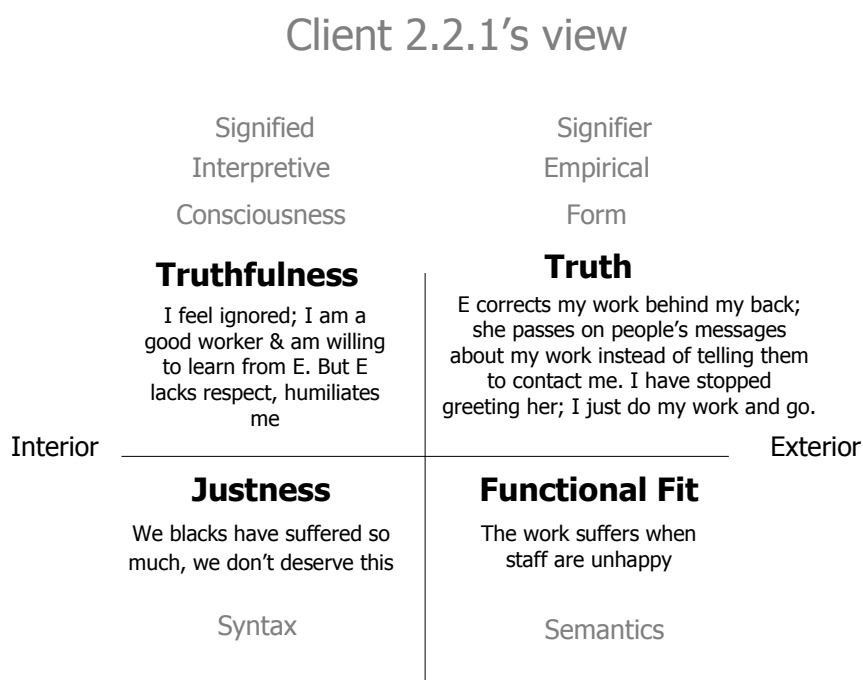
An exploratory session was held separately with each of the women.

4.3.2.2 A brief overview of the grievance

When Coaching Client 2.2 had taken over the management of this team, the younger woman (black) was given the impression from her previous manager that she would be inheriting the older woman's position. The older woman (white) had 30 years' experience, was considered a meticulous worker, and had been tasked with mentoring the younger woman when the latter had joined the company some 18 months earlier.

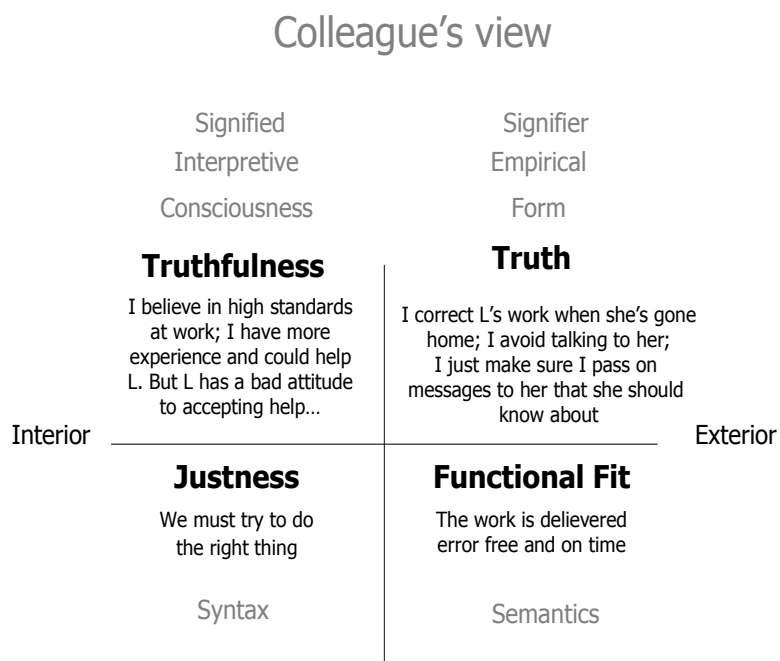
The younger woman acknowledged that she had learned from her colleague and was grateful for the help, but it was time now to move up, as she believed she had a right to expect. She saw her older colleague as adopting an attitude of white superiority, and felt she was being treated as incapable and not empowered to do her job as she would have liked.

Figure 23 Truth/Truthfulness, Version 1



Source: Adapted from Wilber (2001a)

Figure 24 Truth/Truthfulness, Version 2



Source: Adapted from Wilber (2001a)

The older woman was deeply alarmed to hear that her colleague expected to have her job – at her age (60), company policy meant that she had no permanent contract; she had financial needs, and had anticipated renewing her contract at her annual appraisals for at least another three years. She believed the younger woman was forcing her out and could do this because her colleague was black and the company espoused a black empowerment strategy. She was also hurt because she believed she had been generous and helpful with knowledge wherever it was needed or asked for.

Neither had articulated her assumptions (upper left) about the other, and tension escalated (manifest in upper right) as weeks went by under their new manager. The new manager [Client 2.2] was herself unfamiliar with her new role, and particularly the ranges of tasks in her new team, so there was effectively no leadership intervention or setting of management expectations to resolve the rising tension (breakdown in managerial-leadership performance – upper right). In the shift from one section to another, though the workload had grown, there was a duplication of tasks in the two women's roles, resulting in their constantly stepping on each other's toes (systemic breakdown - lower right), which added fuel to the fire (organisational culture/values breakdown - lower left).

The coaching objective was to get each person to hear that the other was speaking and acting from her *truthfulness*.

An outcome that was easily reached: They agreed with their manager to lay out all their roles and responsibilities and clearly define who did what, and maintain respect for each other's separate areas of work. It was agreed that there were areas that they still needed to share, especially where Client 2.2.1 accepted she needed her colleague's mentorship.

Client 2.2.1 was able to accept that her assumption that she would inherit the older woman's role as soon as they moved to the new section was not a correct assumption (a shift in the individual interior - upper left quadrant): it was intended that she would inherit the role when her colleague retired in two to three years' time. In the meantime, she would gradually take over more and more of the role as she gained experience (shifts in skills to be evident in individual - upper right quadrant). The older colleague acceded that she needed to refrain from micro-managing her colleague, that she had intended only to be helpful and would henceforth wait to be asked and then willingly help out (shift in individual interior - upper left quadrant). A commitment from their manager was undertaken to review their performance contracts with them as soon as possible (shift in individual management behaviours - upper right quadrant).

At this point, Client 2.2.1 requested to stay in a coaching relationship over a limited period of time, to have a safe space to reflect on what was happening to her and how this new situation was working.

My conclusions and decisions going forward are summarised in Figure 25.

Figure 25 Coaching conclusions and decisions

Observations of Coaching Clients	Interpretation of data
<p>Client 2.2 would be invited in her next coaching session to reflect on what she could do to improve the management of her team, and what she could do differently as leader. There was evidence of two separate issues - one systemic, the other limiting assumptions - conflated into simply a relational conflict. On the management side, there was poor role definition, lack of appropriate induction into her section with the new team, and lack of co-creation of her role, needs and expectations with her team's needs and expectations. On the individual side, from Client 2.2's body language, there were indications at the outset of the mediation that she sided with the older woman and was finding the younger woman's complaints irritating.</p>	<p>In view of the <i>Enabling Culture</i> project and the commitment to <i>Investors in People</i>, there is a broken connection by senior management in the development of managers, and by managers in the support and development of their staff, indicating an emphasis on outputs (bottom right quadrant), with little attention to congruence with the espoused organisational culture (lower left quadrant) and individual belief and manifest behaviours (upper left and right).</p> <p>I resolved to record Client 2.2's statements about her thoughts and feelings concerning the conflict to try to surface the discourse, the interpretive repertoire, at work (upper left and lower left).</p>
Client 2.2.1	My interpretation
<p>Client 2.2.1 showed herself to be a gentle personality who was now extremely angry. Her threshold for tolerating and dealing with what she regarded as disrespectful slights from white people was very low, evidenced by tears and intention to resign. The environment in the company overall should have enabled her to feel less threatened, more able to openly raise her concerns about her white colleague's possible assumptions – at the time of the conflict more than 75% of the staff overall are from the previously disadvantaged sector of the population, in line with the company's commitment to black empowerment.</p>	<p>There was a perception of powerlessness, of being a helpless victim (upper left). I would want to explore her story and map her situation on the AQAL model in her next individual session, also record her statements to identify discourse patterns.</p>

4.3.2.3 Summary of individual coaching with Client 2.2.1

She voiced her perception that her colleague and her manager had a negative attitude towards her because she is black. She did not feel safe to raise this perception with them.

We agreed that the coaching objective was to get her to take her own steps towards getting what she needed to give her job security. She set her aim on replacing her sense of powerlessness with a positive affirming alternative.

The first stage was to hear the client's story – life experiences, background, values, beliefs – and listen to her feelings about what she perceived was happening to her (upper left quadrant in Figure 26). The second stage was to ask her to give examples of what she did about her thoughts and feelings at work, how she showed her distress, and what effect her distress had on her (upper right quadrant).

The third stage asked of her what she experienced and thought about the culture of the organisation. Finally, her role in the business was explored, together with her understanding of the business outputs structure, and examples of how effective and efficient my client found these to be.

Needless to say, the coaching journey around the four quadrants is far neater and more orderly in the explanation than it is in face-to-face interaction – where the conversation starts in one quadrant and flits to another to add in examples or detail, and so on. However, I drew the model on the whiteboard in the room used for coaching and we traversed the quadrants and plotted her narrative as she spoke.

Then using the Integral Model on the whiteboard, I focused my client's attention on her interior state and her limiting assumptions that led her to feeling powerless (upper left); we explored how distressed she became at the perception of racial slights (upper right). Using the Truth and Truthfulness model and an easy example - dropping a book on the floor - she was willing to recognise that she could *interpret* (interior upper left quadrant) the reasons I had thrown the book on the floor (manifest individual behaviour in upper right quadrant), and unless she engaged me in dialogue and she was prepared to accept my responses to her as my truthfulness, there may be a thousand good reasons that she would think ill of me for that action, based on previous experience of similar action. The question was, even if all her assumptions about my action were correct, what was the *deeper* assumption that made her feel powerless in doing anything about it? Her deepest, most wounded, assumption was that in her team, and in this company, she had no power and did not count. The next question was, 'And is that assumption true, do you think?'

She was able to accept that it is not logical, nor factually correct, nor based on a positive philosophic choice that because she (and 38 million others like her) had had no, or very

limited, power in the past, she now had no power in her current life. She was able to accept that there was evidence (lower right – the constitution of the new South Africa, the Empowerment Strategy and the actual representation of black people in her company, 80 per cent) that the present was not her past and would not shape her future. On the basis of that positive alternative, I invited her to think how she would change her powerlessness in relation to her colleague and manager – small actions, small success steps, that would eventually help her dismiss the immense disempowering consequences of her perceptions and experiences of racism.

Figure 26 Quadrant perspective of identity, power, culture

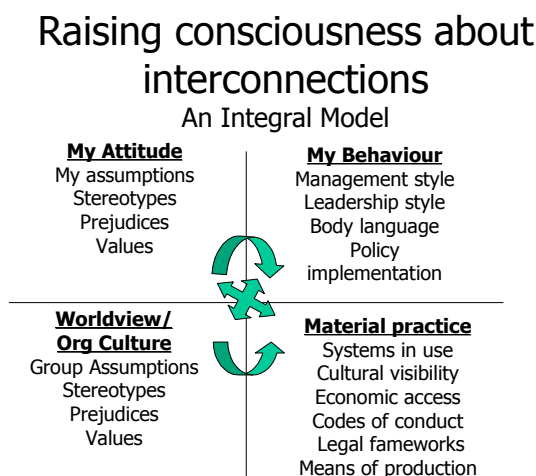
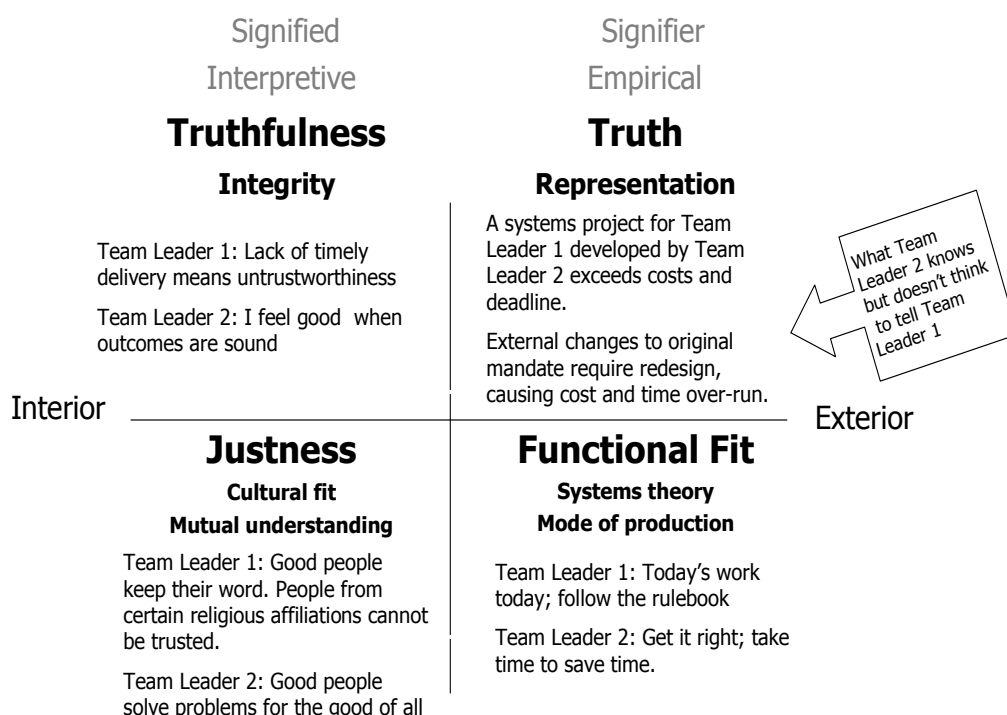


Figure 27 One truth: multiple truthful interpretations



I also introduced Client 2.2.1 to the concept of lines of intelligence which are at various levels at the same time. She reflected on her emotional line of development, that her emotional wounding was so deep and had begun at such an early age that it would take many small success steps and a lot of positive support to dismiss her disabling sense of being devalued. Her moral (ethical) and interpersonal (relational) lines, however, were considerably more developed: hence, I believe, her resolve to effect the changes that she needed to feel more at ease at work.

4.3.3 Client 3 – the blame game

Coaching goals:

- *To get Investors in People accreditation at the end of three months.*
- *To have less conflict, more harmony at work and in general.*

The first coaching goal was achieved at the end of three months, though how much can be attributed to the process of coaching is a highly subjective conjecture. The Managing Director and Client 3 attest to the way in which the coaching focused each person in the senior management team on insights through deconstructing and reconstructing issues to solutions that were acted upon. An early gain that undoubtedly had a positive influence on the *Investors in People* assessment was the forming of ManCo, a new body consisting of the ExCo and its direct reports. Each member of ManCo represents the core skills in their entirety for business operations. The new body would have delegated power down the line, be accountable for living the values and for performance excellence, be a conduit for communications up and down the line – the hoped-for outcome would be a transformed and motivated workforce: from a culture of blame to a culture of accountability. Coaching with individual senior managers would thereafter continue to focus on each aspect of each individual's four quadrants, to support the broader Integral initiative that had just been born.

Leaders at the top need to role-model the behaviours they want to see from others. The culture of blame, which all recognised as negative and distracting, was inevitably modelled from the top. A systems project required for financial calculations was out of scope on cost and delivery. Client 3, who needed to take delivery of the project, criticised his colleague responsible for the design and delivery as irresponsible, incapable of leadership, full of excuses, and hopeless on keeping his word. For Client 3, his colleague's behaviour was typical of all such people of that group; his particular performance was easily explained by a derogatory generalisation relating to the latter's religious affiliation. The hostility spread to the respective teams. The Managing Director recalled the events:

MD: *Then it also started dividing the team because then the team started choosing sides – are you for [Client 2] or against [Client 2]? Which was also something that was strong in [Client 3]'s mind – you are either for him or you were for [Client 2]. There was no middle ground,*

there was no, 'You couldn't be for both of them'. So, then, a highly volatile situation, very bad for the business. And of course it filtered down strongly to the staff beneath so, you know, you had all sorts of unpleasant things happen. And then the whole of [Client 2]'s area was tainted with this 'Oh, you can't rely on them' type of thing, and so on. It was not a happy situation at all.

In order to shift perspectives sufficiently to reframe the possibility of an alliance across what appears to be insurmountable differences between two positions, in their individual coaching session, each was introduced to the Truth and Truthfulness model (see Figure 27).

Client 3, on considering Client 2's interpretation, shifted from an adversarial position to being somewhat mollified by having access to information about external conditions changing the scope of the project. Client 2 shifted to recognising his colleague's frustration and fear of uncertainty, taking responsibility for poor communication and promising to keep Client 3 fully informed on progress in future. The effect was defusing of tension and, as a result, creation of ease across both teams.

However, positive ground gained in shifting Client 3's negative assumptions and actions in the Phase One period of coaching were, from my viewpoint, eroded – though not entirely lost – in Phase Two during the merger talks. Client 3 thrust all his energy into surviving a possible take-over by creating a unit that the parent organisation of this company would want, thus ensuring that in the case of retrenchments he and a select few would still have a job. He succeeded in almost every detail, except where he was thwarted by the Managing Director in being able to take out of the company staff he had particularly wanted on his team.

I comment further on this case study in the Findings in Chapter Five – suffice to say that the client, a white Afrikaans male in his late forties, showed a deep-seated need for affirmation with a very low uncertainty threshold in a black empowerment company under threat of a merger. The two extremes - his judgmental tendencies and his need for affirmation - kept him in an agonising turmoil when we first met, literally agonising: his first open criticisms of leadership and strategy to the managing director at our breakaway in August 2003 resulted in severe stomach pain.

By his own affirmation, the fact that he had this coaching time to be listened to, even if challenged, gave him more and more courage to care less about the opinion of others. While that was a gain for him, and my duty to him as a coach, his deeply negative assumptions about groups other than his own raised serious ethical dilemmas. The following two extracts from his taped sessions give an indication of his need for affirmation and his deep prejudices, and my attempts to work with negative generalisations. In the first extract he started by criticising the incompetence of staff in Client 4's section, then moved to his irritations with Client 2:

<p>DA: <i>So does Client 4 have a case?</i></p> <p>C3: <i>No - I mean, he's the worst.</i></p> <p>DA: <i>Well, I'm saying, given the material he had, was everybody in front office such a disaster? Or could you have worked with them?</i></p> <p>C3: <i>Okay, everybody in the front office is not a disaster. But they are limited, and sometimes I think expectations were not matched with abilities.</i></p> <p><i>[Client 2] and I had a major argument the other day because once again certain things were agreed ...</i></p> <p>DA: <i>Is this since we last met?</i></p> <p>C3: <i>Ja. I've got expectations on what needs to be delivered. And what does [Client 2] do? He starts changing the goal posts. In other words, he starts to tell me that my expectations are unrealistic. And then I go back and I say, '[Client 2], we agreed. It's not mine. We agreed to these things in the project scoping documents. How come now that I'm insisting that this must be delivered because I am the business owner, you're telling me would I expect this from another vendor? Why we're going there? Why we're going there? Why didn't you ask that six months ago when we put that down?'</i></p> <p>DA: <i>What did he say.</i></p> <p>C3: <i>'No, you'll get, you'll get it.' But I know I won't get it. You know Dorrian we don't have strong leadership and we know that. [Client 2] has gotten away with murder of non-delivery since that day he walked in here. And you are going to call me a racist now as far as Jews are concerned but let me share a little story with you. My whole life experience with Jews has been that they are duckers and divers and I've told you that before. And that they will do everything just to look after themselves even at the expense of other people. Now this is my take on it.</i></p> <p>DA: <i>Ja. I'm interested in what you're saying. Do you know many Jews?</i></p> <p>C3: <i>No - well, I've met quite a few. When I say many Jews I'm talking about 10.</i></p> <p>DA: <i>Personally?</i></p> <p>C3: <i>Ja.</i></p> <p>DA: <i>And they all share the same characteristics?</i></p> <p>C3: <i>The same characteristics.</i></p> <p>DA: <i>I am challenging your paradigm ...</i></p> <p>C3: <i>I know you are.</i></p>	<p>[UL] Shifts from having to dismiss a set of negative assumptions to more entrenched ones – indication of worldview [LL] and values.</p> <p>Level of cognitive intelligence evident [UR], moral and spiritual development at a lower level of development in accordance with own group values [LL].</p>
--	---

In this second extract, he made reference to the new unit he had been putting together and rationalised the reasons for it. The discursive themes are highlighted in the text. A prevalent *whiteness ideology* theme is that black empowerment is completely incompatible with business aims.

<p>C3: <i>I support empowerment to the nth degree. And creativity and the whole tooty. Entrepreneurship and the whole tooty but there must be some action.</i></p> <p>DA: <i>Mmm . . you are a very fine entrepreneur. You've done a lot of creative thinking and you've positioned yourself very carefully and very methodically around what you've sensed has been going on.</i></p> <p>C3: <i>Within my limitations.</i></p> <p>DA: <i>Yes.</i></p> <p>C3: <i>I didn't now suddenly decide to do this - and this is what I say to my wife, I cannot understand certain other people. I can now see the writing on the wall. What do I do? I go to into something that I know something of and that I can influence. I don't now suddenly go start a flipping coffee shop around the corner.</i></p> <p>...</p> <p><i>He [the MD] wanted empowerment and I think he was very clear about how he was going to achieve it but at the end of the day empowerment became an objective at the expense of business objectives because Client 1 was pushing it.</i></p> <p>DA: <i>Well there is a national imperative. As an outsider, looking at it I think there were some well intentioned things that just went haywire . .</i></p> <p>C3: <i>You know about the 'road to hell'. But that is an indictment, isn't it? If you are sitting . . Look at Asset Management . . this is why I cannot understand. You are talking about core competency for the Group. You're talking core. And you are talking about a company that is responsible for billions of rands of the Group's assets. Every wrong move directly, not indirectly, affects each and every policy holder. Directly affects bottom line. Directly affects bonus declarations. All of it. I mean there are so many consequences of bad investment decisions that it's, the list is this long. How can the MD put empowerment before the performance?</i></p> <p><i>[Transcription Client 3, 040901]</i></p>	<p>Discursive terrain: Notice use of language – 'nth degree', 'whole tooty' x2 – with ref to moral and business imperative: empowerment.</p> <p>'certain other people' being the MD and black colleague Client 1 driving the empowerment strategy</p> <p>Discourse theme of overwhelming, unstoppable disaster – only certain people can see the 'truth'. Note repetitions.</p>
---	---

Coaching to change Client 3's paradigm:

<p>DA: <i>[Client 3] what are you assuming that has made it important for you to be a perfectionist?</i></p> <p>C3: <i>What am I assuming?</i></p> <p>DA: <i>Ja, what were you assuming that made it critical for you to be perfect?</i></p> <p>C3: <i>I never really thought about it. My mother was a perfectionist and ...</i></p> <p>DA: <i>What are you assuming are the consequences for not being perfect?</i></p> <p>C3: <i>I told you this before, I think. My whole, the whole Afrikaner life is about – 'What would people say?' And I think perfectionism is a very good defence mechanism to make sure that what people would say - they would say only the good things, not the bad things. So, in essence, once again it boils down to me living my life for other people. And it's stupid, because if my car is dirty why should it bother other people? Do you understand what I'm saying? But it bothers me.</i></p> <p>DA: <i>When does it go too far?</i></p> <p>C3: <i>I think that the day I was born it went too far. And it just got worse because that's the culture I was born into. If that makes sense.</i></p> <p><i>Why am I saying this? There and then, I can still remember, it was Standard Three, I decided eff ... the world, I'll show the world and that's been my motto till now. And in discussions with you, you know, I've suddenly come to the realisation. Why do I care about the world? Why don't I start caring about me? You can see how things have changed. And this is the turmoil I am sitting in at the moment. I must get used to caring about me.</i></p> <p>DA: <i>So how is that going to take shape?</i></p> <p>C3: <i>I don't know and I don't care. I am now living for today.</i></p>	<p>Coaching intention: Upper left quadrant – get client to tell his story – what has made you who you are today?</p> <p>Digging deeper into self-reflection to try to soften, reframe negativity towards others by first showing compassion for self.</p> <p>Evidence of new learning, new insights</p>
--	---

4.3.3.1 Client 4 and Client 4.1 - reductionism and conflation

Coaching goals:

- *To resolve conflict in individuals and team.*
- *To improve performance of individuals.*

Client 4 and Client 4.1, in conflict with each other, were to provide an example of *reductionism*. A particular system in use (bottom right quadrant), designed by Client 4 (black male), was deemed by his direct report Client 4.1 (white female) to be inefficient and the cause of falling performance. However, individual coaching sessions with both people indicated that the performance problem was not as simple the system design in itself; the relationship between the teams that operated the system, and the manifest behaviours of individual managers (upper right quadrant), plus poor alignment with organisational culture (lower left quadrant) as set out in the *Enabling Culture Project* objectives were in evidence.

An example of *conflation* was evident where conflict between black and white members of staff was interpreted as simply racist and hence inappropriate individual ethical behaviour (upper left and upper right), while the underlying poor performance management and leadership strategies remain unnamed (lower left and lower right). Client 4's chart is plotted from coaching notes on the left of the grid below, Client 4.1 on the right.

Client 4		Client 4.1	
The white staff are racist and poor performers to boot. The house view which I designed is a successful formula.	<i>What staff see:</i> Favouritism shown, bears grudges, unforgiving, inconsistent application of policy	I have high standards and I won't compromise my principles – the house view is wrong	<i>What staff see:</i> Contradicts senior manager's views; Is seen as emotional and a poor manager by her senior and her team
Disruptive of Enabling Culture Values and Objectives	Increasing poor performance against business goals; team conflict.	Disruptive of Enabling Culture Values and Objectives	Client relations with the company are compromised by poor performance. Team conflict.

Each, in one-on-one conversation, was deeply convincing in their explanation that individual and team performance was the fault of the other. At ExCo meetings the Managing Director was bemused: in defence of falling performance, his senior manager presented cogent arguments for the efficiency and logic of the strategy he had designed, and equally forceful reasons that Client 4.1 was the real reason for falling performance – she was subversive and disloyal regarding implementation of the house view. Worse, she did not have the skill to execute her own strategy successfully. Client 4.1, when called to explain performance in a private meeting with the Managing Director, was just as convincing that she was being victimised by Client 4 and could show statistical facts and figures that supported her calls.

The Managing Director requested a meeting with Client 4 and 4.1 together, mediated by me, in order to get common understanding amongst the three of them about what was currently really happening and how to get a better working relationship between Client 4 and 4.1. The reasons for requesting my participation were threefold: his own coaching had made him aware of gaps in his perceptions of personal dynamics; on account of his and Client 4's position in the hierarchy, he felt unable to put Client 4 on the spot should it come to that; and he was aware that he and Client 4 had positional power which might silence Client 4.1. Permission was sought from all parties for my participation, and boundaries established concerning confidentiality of coaching conversations. Using the Integral Model, and working through structures and processes in the lower right quadrant, we then mapped each's roles and responsibilities in the upper right quadrant. This took time, as each person contested the other's interpretation of individual boundaries and accountabilities. The incongruities between how

people saw their roles and what was actually happening, and its impact on performance, could then come into focus. The Managing Director played a key role in asserting the importance of alignment with the lower left quadrant – the *Enabling Culture* objectives – and emphasised the usefulness of the *Investors in People* indicators to standardise management practice. For a while after the conclusion of this session peace reigned – but only for a while, before conflict between Clients 4 and 4.1 reared again.

4.4 Summing-up

I have described in this chapter some of the coaching activities undertaken to demonstrate the development of an Integral coaching model and the tools it employed on this research project to assist managerial leaders in creating alliances across divides in the interests of business objectives.

The steps in the coaching process start inevitably with contracting, including ethics, fee structure, duration, client obligations, and overall goal-setting. The framework is embedded in a philosophy that emphasises positive choice, that affirms the creative problem-solving capacity of the client, and draws the connections between individual and communal interior worlds and the material manifestation of individual and communal being. The coaching model (process) aligns Ken Wilber's work on Integral philosophy and psychology and his Integral Operating System with the key concepts set out in Elliott Jacques' description of the requisite organisation. These provide a 'map' with which to orient the client on a complex, multi-dimensional journey. The four quadrants of the Integral Model provide the basic template on which to overlay and integrate the client's inner world with that of the team or organisation. Various tools, like Kolb's learning cycle and Robert Fritz's process for goal setting, have been described and their usefulness positioned in the Integral coaching process. The actual coach-client interaction (the kind of conversation, as it were) is preferably conducted as a *thinking partnership* – that is, I prefer to follow the process described and taught by Nancy Kline.

Excerpts from coaching notes and transcripts of recorded sessions have been used to illustrate the model in use. A particular advantage in tracking the coaching client's discourse on the Integral map is the holographic way in which the elements of the Integral operating system make transparent the multi-dimensional complexity. A wide range of thoughts, feelings and intentions can be connected with their outer manifestations, simultaneously, at individual and group level. The value for coach and client is to be able to see clearly exactly where there is congruence or disunity in oneself, one's behaviours, the culture within which one lives and works, and the systems that set the context.

Chapter 5

Findings

Chapter 5

Findings

Clients were asked to give feedback on their coaching experience by responding to a set of questions developed on a template (see Appendix 5). Five of the nine coaching clients responded on paper, the remainder responded on tape and/or I wrote up their responses to questions asked verbally. The significance of the coaching clients in this research project, particularly in its original design (Phase One), was their seniority in the company: a case of one-plus-one adds up to much more than two. The more positional power a client has in a team or organisation, the greater the potential for positive impact of insights, behaviour modification, policy changes and implementation for a number of people, apart from the coaching client. To paraphrase Wilber's dictum on ethical conduct (the Basic Moral Intuition): coaching at senior level develops the greatest amount of consciousness at the greatest depth, for the greatest span. Also in terms of the three types of value, *ground value*, *intrinsic value* and *extrinsic value* described in Section 3.2.3.1 above, though *ground value* stays the same for every individual throughout the company, the investment in *intrinsic* and *extrinsic value* is greater at senior level.

5.1 Validity of research

Steyn (2003) cites Phillips and Jorgensen (2002) in their suggestion that there are no agreed criteria for evaluating text analysis and that one should therefore establish and adhere to 'criteria for validity' like *fruitfulness*:

1. the extent to which the analysis provides new explanations and ways of thinking; and
2. the extent to which the analysis opens up possibilities for reflection.

Phillips and Jorgensen's (2002) guidelines for text evaluation are that the analysis should be:

1. *Solid* – based on a range of textual features.
2. *Comprehensive* – the questions posed to the text should be answered fully.
3. *Transparent* – access should be provided to the empirical material by reproducing long extracts; interpretations should be well-documented, and the relationship between the text and inferences should be clear.

I have adopted these guidelines in the analysis of the texts recorded in my coaching sessions (either written and/or taped and transcribed).

5.2 Findings on core hypothesis

The core hypothesis articulated in Chapter One was that in teams and organisational life, the most formidable obstacle to forming positive alliances towards shared objectives emerges as (often subliminal) awareness among individuals of *a particular aspect of difference that has been more prominently articulated relative to any other*.

The existence of a particular difference that is a prominent source of conflict does not make the other diversity areas of conflict less necessary to acknowledge and to try to resolve. However, the most sensitive, ‘wounded’ and difficult-to-name experience of difference is the crucial point of departure for the coach.

Also, evidence in this project supports the hypothesis that ‘diversity’ and ‘culture’ in South Africa have been euphemisms for colour difference experienced as *racism* – and that the word *culture* slips and slides, from meaning every possible kind of difference to which a person can subscribe, to a generalised catch-all for a particular group. The obscuring of the very term, *racism*, makes it a difficult discussion to raise between individuals, in teams and organisations.

The intention of coaching has been to work towards a transformation of relations in a company, in the belief that boundaries that divide different spaces (Lotman’s ‘semiospheres’) – boundaries that divide ‘us’ and ‘them’ – are permeable and capable of osmosis.

Findings support the hypothesis that unless the issues that have caused the deepest divide and the greatest pain between groups of people are raised into the open, these issues are frequently conflated with a range of structural and behavioural inconsistencies that have as much to do with managerial-leadership competency as any other identifiable feature.

5.3 Research Question 1

Managerial leaders representing diverse groups can be coached to build alliances across divides in the interests of an organisational shared concern.

In answer to this first research question, comments on tape by the Managing Director, and feedback forms (see Appendix 4) from coaching clients in senior and middle management positions, affirm that there have been positive gains from the coaching interventions. The Managing Director, in reflecting on the successes and limitations of the coaching experience, was able to describe, for example, how coaching helped bridge an alliance between two colleagues in the interests of the business aims:

MD: *...in many ways I think because we started with an extremely visible and difficult problem, we made headway with it quite quickly, remembering that we’d had previous*

interventions on that very score. I think that for me certainly created a lot of confidence in the prospects or possibilities of what coaching could do.

DA: *How do you know that coaching helped quickly in that case?*

MD: *Because it raised various types of awareness that simply were not there prior to that.*

DA: *Okay.*

MD: *It was just suddenly seeing a context that people hadn't been able to see before. And I certainly got ... I mean to my mind the proof of the thing was that I witnessed and heard [Client 2] and [Client 3] speaking the same language about what they had discovered. What had been made evident by the coaching. So that was, you know ... I mean, if one had said, 'Oh, I can understand now why we were at loggerheads' and the other one hadn't – the problem isn't solved. The fact that both of them could begin to understand where the causes of dissension were, and then understand why they were unnecessary, was to my mind a really, really big breakthrough.*

5.4 Research Question 2

An *Integral* coaching model can develop and/or enhance specific skills and insights in managerial leaders concerning power, culture and identity to enable a sustainable positive transfer to the organisational culture.

In answering the second research question, throughout the entire research period, I consistently coached via my Integral Model, using it more covertly as my diagnostic guide than overtly demonstrating the model to clients. However, I made a point of visually demonstrating the model to each coaching client, often several times during the course of the overall coaching period. Though some learning was attributed by clients to the Integral Model and their understanding of particularly the four quadrants, it is notable that what had been clearly recalled was the Integral concept of *truth/truthfulness*.

DA: *And then there was the Truth and Truthfulness model ...*

MD: *Yes, that one I remember extremely well.*

DA: *The Truth and Truthfulness model?*

MD: *Yes.*

DA: *Okay.*

MD: *And that one, in my view, has also been very useful in many other instances. I mean, it was something that Client 4.1 picked up big time.*

DA: *Did she?*

MD: *Oh, Ja.*

My notes dated 4th January 2004 for Client 4.1 record when she was introduced to the Integral Model and the *truth/truthfulness* diagram was explained. I noted her complaint: “I don’t carry any weight” in relation to her senior manager, Client 4, and observed in her statements that she was asserting a narrow and rigid system of values and beliefs. The remark “I don’t carry any weight” was one of many similar statements in her discourse, relating to her resistance to the implementation of a particular company policy. The truth/truthfulness model had considerable impact on her at the time, in that she suddenly saw more logical interpretations for the reasons her input might not “carry any weight”, other than that she was being persecuted. In terms of levels of understanding, Client 4.1 made a shift from an egocentric level – “I don’t carry any weight” – to the higher sociocentric level of perception: company policy involves a lot more than one person’s thwarted feelings.

Concerning awareness of power, culture and identity, Client 4.1 (a white woman) complained of a difficult relationship with an experienced mature black male who reported to her. She seemed unable to get him to respond to her requests and he in turn complained to the MD that he did not like her management style – he found it ‘teacherly’ and felt ‘micro-managed’. A coaching exercise, based on the quadrants, positioned the possibility that her management style with him was inconsistent compared with others in her team. The exercise uses the four quadrants and asks the client to write in the upper left (for herself) and lower left (for her community) a list of everything they have heard or believed about white people, compared with everything they have heard or believed about black people, since they were little. The purpose is to raise to consciousness limiting assumptions that may cause inconsistent ways of being with each group. A flash of insight resulted in her tearing up the paper she had been writing on for the purpose of this exercise, and holding her head in her hands. She acknowledged that she did check up on him more than on a white male member in her team in an equivalent position. “I never saw it like that”, she stated, and resolved to observe consultative adult-to-adult management practices with *all* her staff, making no exceptions or concessions based on colour.

5.5 Research Question 3

An Integral coaching framework can support the alignment of best practice in people development and organisational aims and objectives (such as the *Investors in People Best Practice Standard* currently being deployed in South Africa).

The concepts in the *Investors in People* standard of an interconnected body consisting of *individual, team and organisation* appeared more readily grasped than the more layered multi-dimensional Integral concepts embedded in *individual and communal interior spaces*, and *individual and communal materiality*. Elliott Jaques' five managerial leadership competencies were frequently referred to in coaching for performance management, in individual sessions and in the group workshops. The five competencies - knowledge and skills, wisdom and experience, shared values, absence of temperament and cognitive complexity - were related to the *Investors in People* overall philosophy of positive engagement with good practice and to specific indicators of the *Investors in People* standard.

For example, in the case of each person in Client 2.1's new team in Phase Three, a consequence of her internalising the concepts of managerial leadership competencies *at every level* and then assessing the competencies of her team, was that two members of the team were persuaded to accept line management responsibility for the first time. Their individual self-esteem was enhanced, as well as creating value-added for the company in their taking responsibility for the training and development of staff in their line. In line with the *Investors in People* evidence requirements, and consistent with the positive philosophical choice, the team was encouraged by Client 2.1 to co-create their team roles and responsibilities, defining their key performance areas and building in accountability up *and* down the line.

5.6 Research Question 4

Coaching creates interpretive paths by which people form alliances in order to develop a shared concern in support of an organisation's aims and objectives.

Setting down a common frame of reference, getting 'buy-in' from the clients to new language that they were able to share and build on with one another, created interpretive pathways. The coaching clients were able, as a consequence of common points of reference, to share levels of understanding and make alliances towards set objectives. The Managing Director refers below to an instance of finding a common language:

MD: *And I also recall the ... the role whatever ...*

DA: *The dominator hierarchy versus the natural hierarchy?*

MD: *Yes. I'm also thinking of where you are a thinker, or a priest, archetypes ...*

DA: *The archetypes – healer, visionary, teacher, warrior?*

MD: *Yes. And the, sort of, the positives and the shadow side of those things. I remember that clearly because I think that also made a big impression on people who suddenly ... especially somebody like [Client 3] who thinks that something is either good or bad.*

DA: *Right.*

MD: *As I said, it made a big impression for him to realise that everything has its downside.*

DA: *Ja.*

MD: *Yes. So those were powerful. They were very early on, and I thought they were powerful realisations, and it also gave - not that we often referred to them – but it gave us a sort of common language.*

Terms like ‘the positive philosophical choice’, for example, created the ‘pathway’ for more compassion, less blame:

DA: *Tell me your thoughts on The Thinking Environment philosophy and process – what were the strengths and weaknesses of that for you?*

MD: *Well, it was quite a revelation to me to discover a toolkit that you could dip into anytime you needed to. You know, we spend our lives in meetings trying to extract ideas out of people’s heads, so having tools that made that whole process (a) enjoyable, which is a big challenge – most people really resent the amount of time they have to spend in these sessions – and (b) productive, which was amazing. It really was. That was great. Absolutely.*

I use it all the time in ManCo. I have to say that, like when I use Excel, I kind of use 5 per cent of it, but I do use it all the time. And you know, the creating of the groups of people and the system of making sure everyone gets a chance to speak, and all of that. You know it’s really been ... I also find it quite liberating from the point of view of ... you felt like you were running a fun event, rather than frog-marching everyone down a dreary road trying to get to the end. So it enabled me to bring a lot more positive energy to those discussions than would otherwise have been there.

DA: *That’s great. And did it also have any sense of relieving you from having to be the expert all the time? Like you having to ...*

MD: *Yes. But much more importantly it overcame the issue of self-appointed experts dominating the conversation, which tended to happen an awful lot. Often. And I’ve seen in lots of different forums, business forums. I used to sit through this, and I used to think and wonder why a particular guy was talking. He’s talking because he thinks he hasn’t said*

anything for quite a while and maybe we don't notice him. And, you know, pontificating endlessly, etc. Frightening stuff. And I think there is and certainly was, until recently, a lot of that in AMSA.

In terms of tools and processes that clients were able to take out of coaching into the working world, here are two excerpts from Client 2 and Client 3 respectively:

In response to the question, *What do you believe coaching has done for you*, Client 2 wrote:

What has coaching done for me:

What I am aware of -

- over-committing - self and team;
- learning to stand my ground;
- learn not defend my views and actions (no “buts”);
- need to learn time management techniques.

What I have learned:

I learnt about personal constructs - there is a wide range of acceptable behaviour, what is important is how the other party interprets the behaviour.

What I have achieved:

- am dealing with issues immediately;
- am slowly becoming able to say no when I can't make it;
- am booking working time into my calendar so I can meet deliverables;
- feel that I am more efficient at meetings - chaired the compliance meeting to finish exactly on time.

Client 3 wrote in response to the question: *Can you name the basic philosophy/values that underpinned the coaching process?:*

I gained a much better understanding of my own behaviour and I am much more aware of my own assumptions, prejudices and values.

I try to understand where individuals are coming from, realising that they might have different assumptions, prejudices, backgrounds, cultures and values and that my point of view is not necessarily the only “correct” way - understanding diversity.

I have always been able to analyse my own behaviour based on feedback received and can modulate my behaviour accordingly. However, prior to the coaching, I think that I only modulated my behaviour if it was in line with my values and beliefs. The coaching has increased my peripheral vision and I am more aware of diversity and my own prejudices in “judging” others.

I also realised that I cannot change the world at my company on my own and that this was not expected from me. My approach now is to make people aware of issues or even my point of view, and then to “allow” those individuals to address these as they see fit. If they choose not to do anything about it I have also learnt to accept that.

The focus on a standardised practice of performance management with the coaching clients encouraged them to create team ‘buy-in’ by co-creating not only performance contracts, but also redesign of roles and responsibilities. The interpretive pathway of ‘positive regard’ enabled staff to form alliances that emphasised respect for people at every level (*ground value*), clear and consistent role definition, alignment of personal values with co-created team values, specifying the supporting behaviours needed to ensure individual and team objectives.

A positive work environment is more likely to take root if the dominator hierarchy approach is replaced with a natural hierarchy approach - very in keeping with the ethos of the *Investors in People* standard.

5.6.1 An instance of failure to help client build alliances

In the case of Client 4, there is no tape-recorded feedback on the perceived value of his coaching, nor feedback confirmation written in his own hand. From my coaching notes, he claimed he was aware of ‘double-signalling’ – saying one thing while meaning something else - in ways that caused confusion and ill-feeling in his interactions with staff.

His deepest ‘wound’ appeared to be his experiences and perceptions of racism. He believed that two of his white staff (and other whites in the company) held negative racist assumptions about his value as a person and his professional ability. He voiced, in my opinion, a valid concern that could never be substantiated: Many white people are in denial about their implicit participation in racism (and from my work experience since 1997, I believe this to be true); regardless of their stated personal moral views, they were caught up in institutional racist practice. So, when some white portfolio managers decided to get rid of Black Empowerment company stocks and shares with no market indications to justify the call in his view, his assumption was that some white people were acting on the deeply internalised belief that black people (and their companies) are inferior. Client 4 articulated a palpable awareness of *whiteness ideology* in the globe, playing itself out in a war of economics.

The coaching space became a safe place for him to give vent to these feelings. However, I was never successful in bringing about a willingness in him to build bridges, particularly with one of his senior staff members (Client 4.1) whom he had himself appointed, and now regretted having done so. As the Managing Director records, coaching was ‘successful’ in the negative – not for Client 4 but for the Managing Director: it brought to the Managing Director’s attention

through *his* coaching and on-going efforts on Client 4's behalf, that he had been backing the wrong horse:

DA: *And what have been the limitations of coaching for you? What do you think could have been done better, done differently? Client 4, for instance, wasn't one of the success stories.*

MD: *No, he wasn't. But in a very strange way ... well, he was not a spectacular success, in that we didn't turn him around into a more effective people manager. But I must say that having the coaching enabled me to come to the realisation, which I can't believe I would have been able to do any other way, of being able to say I now know for certain that he is not going to work out. I could then divorce my loyalty to the person from my need to have an effective person in that job. And I just knew that he was never going to be effective.*

DA: *And you think that the coaching reflection helped with that decision?*

MD: *I do. And why do I think that? Oddly enough, it's all in the negative. Coaching showed me his unwillingness to engage, his avoidance of issues, his perpetual projections of the problems onto everybody else. And, so in a bizarre way, it was precisely that coaching didn't work for him that proved to me that he was never going to come to the realisations which would enable him to do his job. It was always the other person's fault.*

DA: *Yes.*

MD: *And I eventually had to draw the conclusion he was always going to skate around a problem that he just didn't feel like dealing with.*

5.7 The approach to discourse analysis findings

The word *divides* refers in this work to the perception of difference between *self* and *other*, difference between *the group with which I identify* and *others*. Common characteristics and ideas may be clear markers of shared *identity*, but knowing we *have* an identity is essentially determined by difference. People who feel they belong to a group or a culture have this idea because they rely partly on a common set of norms – but the awareness is only possible by coming up against their *absence* in the other. The experiences of coaching in this project show there has been plenty of absence of contact with the *other* in interpersonal relations in South Africa, sufficiently to problematise intergroup relations in the company, let alone the question of who coaches whom, for what purpose and how.

This research on coaching to create alliances relates working across *divides*, not to *culture*, but rather to *multi-culturalism*: the existence in any one social group of sub-groups (like gay, atheist, green, feminist and settled ethnic groups, etc.). *Multi-culturalism*, now an accepted part

of cultural studies, has emerged with two related foci: one is *identity politics*, which positions recognition predicated on *equality of respect* for a social sub-group's cultural uniqueness.

The second focus is on *power relations*: there are unequal power relations among the different groups of people, leading to inequality of access to opportunity, services and resources. These two concepts have their own unique character and experiential impact for each of the many groups that make up any particular population. *Identity politics* and *power relations* are two principle orienting concepts I have used in identifying discursive themes from clients' narratives.

For the purpose of this research project and to test the validity of the core hypothesis - that a 'wound' in a community of people is an obstacle to building alliances, yet when it is the deepest wound, it seems to be the most difficult to name - I have specifically focused on identifying themes around perceptions of race. Of the populations in a country like South Africa, the coach cannot afford to ignore the inscriptions and experiences of each group's past, its history, politics, economics - the *Life Conditions* and their imprint on each individual - personally, interpersonally and systemically.

Drawing on the insights from Steyn's (2003) approach in her doctoral thesis to discourse analysis, I am guided here by her use of the following guidelines:

1. The aspects of the world to which the discourse ascribed meaning;
2. The particular ways in which it ascribes meaning;
3. The points on which there is open struggle between different representations;
4. Any understanding naturalised as common sense;
5. How these change over time; and
6. How these are used rhetorically.

I use here some of the general questions set out by Steyn (2003: 58) in her methodology on discourse analysis based on Phillips and Jorgensen (2002: 145), and though these were formulated with regard to 'white talk', they have been useful guidelines for interpreting the findings:

1. What meanings are established by positioning elements in relation to one another? How are chains of meaning established? What meanings do they exclude?
2. What discourses does the speaker/client draw on or reproduce?
3. How can/does one challenge and transform an existing discourse by redefining some of its moments?
4. What signs are object of struggle between competing discourses, what signs have relatively fixed and undisputed meanings? How are 'floating signifiers' invested with different meanings in different discourses?

5. How does one discourse compete with another? What groups are represented? What subject positions are constructed as relevant?
6. What ideology is revealed that can be shown to be the product of earlier discursive positions?

5.8 Discursive themes across divides

The themes identified were found in coaching clients' narratives and also represented in the staff members I came into contact with in group processes. These themes have also surfaced in my clients outside of the scope of this project and have also been validated as present in their own organisations. Particularly notable has been the endorsement of the presence of these themes by the managing director in this project, and the general manager for the Western Cape of an international retail group (mandated by his board of directors with employment equity transformation); and the senior manager for Southern Africa of an international petroleum company.

Six discursive themes characterised by their South African context were identified. The validity for their being identified is:

1. The 'kindly' assumption of 'deficit performance' in the black African group – 'but they can't help it'.
2. The lament of the Coloured group - 'First we were not white enough, now we are not black enough!'
3. White victimhood - 'We're the victims of reverse racism!'
4. The blame game - *All great minds think alike: all fools generalise ...*
5. Deep wounding - 'All whites are racist under the skin'.
6. Black and white anxiety - Don't mention the 'r' word!

I have used articles in the media (included in Appendix 11) to cross-reference themes identified on the client site with those in use in current South African life.

5.8.1 Theme One: '- but they can't help it'

Identified by Steyn (2003) as part of *white talk*, the assumption of 'deficit performance' particularly targets the black African group - Asians and Coloureds are deemed 'more competent', more 'like white folk'. As a trope, this theme differs from the assumption that 'all black people are inferior'. The distinguishing feature is that this assumption appears as well-meaning and 'good' management – 'I am trying to help you better yourself'.

Client 4.1, in managing the performance of a black male team member of staff differently from a white male member, exemplified the theme: black (African) people have very little ability to

work at a high level of skill and high standard of performance. ‘It’s not their fault – they just can’t help it’ (see Section 5.4 above). The result is a paternalistic vigilance and a brittle sociability that causes stress on the receiving end.

Black people are very aware of this discursive theme that assumed deficit performance as given: Client 2.2.1 stated – I quote from my notes: “What are white people assuming when they can’t tell me to my face what is wrong with my work? Why do they tell me ‘This is wrong – *but it doesn’t matter!*’ Do they think I’m too stupid to do any better? Why do [Client 2.2.1’s colleague’s] white clients still contact her – they email her requesting information – that’s *my* job now, why doesn’t she tell them to contact me? Do they think I don’t know anything?”

It is true that Bantu Education policy under apartheid limited standards of, and access to, education, particularly higher education; it is by no means true, however, that skilled, reliable and competent black people are just not to be found. This way of thinking represents an instance of ‘*either-or*’ explanations instead of the preferred ‘*both-and*’ thinking enabled by the AQAL model - that is, the reality is that it is possible to be *both* black *and* competent in spite of being raised and educated in South Africa, just as it is possible to be *both* white *and* incompetent in spite of the advantages of apartheid South Africa.

An article written by a black intellectual positions perceptions of being on the receiving end of this discursive theme:

You will not be able to sustain for long the claim that you are patriotic and African if you behave in a manner that says you are English, European or American in an African country, and that it is your duty to bring light where there is darkness; civilisation where there is savagery (For the full text of the article, see Appendix 11).

5.8.2 Theme Two: ‘First we were not white enough, now we’re not black enough’

In the apartheid hierarchy, Coloured and Asian citizens were considered to be closer to the ideal of whiteness (Eurocentric) superiority. These groups under apartheid had some (very few) of the privileges of the white group, and most of the disadvantages of the black group. There is considerable literature and ongoing research, such as Steyn and Distiller (2004) and James, Caliguire and Cullinan (1996), particularly on Coloured identity, testifying to its contested and ambiguous constructions and politics, not least on account of the psychological devastation suffered by communities in forced removals under the Group Areas Act. The oft-heard lament since 1994, ‘First we weren’t white enough, now we’re not black enough’ indicates the painful dislocation and sense of ongoing disenfranchisement that emerges, particularly in Coloured discourse in the Western Cape. The ambiguity is made manifest by an alignment for some with the ideology of white superiority, with racist hostilities emerging between Coloured and Indian people and black African people, on the one hand; and on the other hand, a strong political identification with being black, and part of black struggle against

whiteness ideology. (See Appendix 11 for a very recent example of African-Coloured antipathy and the outcry it has caused in the media – the Ngoro incident.)

The theme emerged in the coaching conversations with two clients. Client 1 (black African male) had black African staff in half his team, the other half Coloured; in the workshops we held with his team, the complaint surfaced more than once from the Coloured faction that they did not have the same opportunities and benefits as the African staff, though they felt their work was superior. Steyn notes that “Data gathered in Kwa-Zulu Natal in 1999 showed these communities – the Coloured and Indian communities – moving close to the Afrikaans and English white communities, respectively”. She concludes from her research that “old divides have not been bridged so much as realigned”, with African blacks being the most stigmatised group (Steyn, 2003: 106).

The second instance was in Client 2.1’s reporting line. Client 2.1 (white female) suggested that a staff member (Coloured female) who claimed to be very upset, was being disruptive and whose work was falling below standard, meet with me. In her two one-hour sessions, the staff member described herself, being Coloured, as being “between a rock and a hard place”; she repeatedly referred to her perception of the “unfairness” of Client 2.1’s “unwarranted superiority” and the “unfairness” of not being eligible for a sideways move into a position she had wanted “because I am not African”.

5.8.3 Theme Three: ‘- it’s just reverse discrimination’

Theme Three is characteristic of the sense of victimhood in ‘*white talk*’. The white group, though the smallest population group in South Africa since 1994, still enjoys a higher employment rate relative to other groups, especially when compared to the largest group, black African people, who suffer the greatest level of unemployment. This anxiety on the part of white people (especially males) should be particularly prevalent in the post-forties age group, one would think. Retrenchment packages to move out white people, to create space for new black intake, are easier to implement the closer an individual is to retirement. However, the findings in this project suggest that the prevalence of this theme amongst staff in the workplace appears to correlate more with lines of intelligence and levels of development rather than age, gender, culture or race. This assumption on my part is supported by my clients who endorse these themes as present in their own interactions with staff at senior and middle management levels: five senior-level clients in four separate organisations, a white English homosexual male in his fifties, a black African heterosexual male, late thirties; a white English heterosexual male, in his forties; a Coloured Afrikaans heterosexual male, late forties; and a Coloured English-speaking male, late thirties.

In the period from January to June 2005 in the company, there was the departure of three black staff and the recruitment of three white males – yet for some, in spite of evidence to the

contrary since 1994, the conviction, evident in the discourse, is that white people are now the victims of ‘reverse racism’. For further examples of this discursive theme, see the newspaper articles in Appendix 11 – the languaging carries an aggrieved tone, apparently well-reasoned conclusions that distort, conflate or generalise in very similar ways to particular clients’ narrative in this book.

This theme is identified by Steyn (2003: 112) in a chapter appositely named: “Elite Preformulations: An Ideological Manicure”, where she states:

Although this rhetorical drive is usually implicit and often not fully conscious, the fact that white talk is trying to “win” over other possible interpretive frames for organising South African society does at times become quite apparent.

While Client 3 was not the only person in the company to bemoan employment equity legislation, his narrative typifies the embedded ideology of his discourse. The criticism of the company’s commitment to its *Empowerment Strategy*, and the effects in the workplace, finds resonance in a manoeuvre that Steyn (2003: 109-158) identifies, which transposes the powerful into the victimised who then need to be defended.

5.8.4 Theme Four: ‘All great minds think alike: all fools generalise’

This discursive pattern revealed a predisposition to use a generalisation about a particular group to explain a specific event with one individual. Often derogatory generalisations are not confined to just *one* group, but *a number of groups* that have been historically victimised, as an explanation for a specific and current event. This discursive pattern resorts to generalised denigrating remarks about such historically victimised groups as black people, women, Muslims or Jews, whenever the particular target of their complaint happens to belong to one of these groups. The negative impact on members of staff in this research project of this tendency in senior staff reinforces precisely Howard Gardner’s observation that rewarding one kind of intelligence (cognitive) and one measure (profitability) are insufficient indices for leaders striving for high performance: “other parts of the human spirit merit recognition, respect and veneration” (quoted in Thomas and Forman, 2005a: 1). This extremism as a discursive pattern identified by Steyn in ‘*white talk*’ is by no means limited in its usage to only white-skinned people in this research project.

There was evidence in Client 3’s narrative, for example, of the tendency to conflate human *consequence* with human *value*. A *consequence* of apartheid education and job reservation policies has been a scarcity of certain professional skills amongst black South Africans (for example, actuaries) and limited access to gaining depth of experience in the workplace - circumstances which have no bearing whatever on intrinsic human *value*.

The Integral coaching framework was used to interpret and deconstruct such discursive patterns. Where there was evidence of blocked pathways to positive alliances, becoming aware of the client's discursive terrain gave an opportunity to deconstruct and reconstruct limiting assumptions sufficiently either to modify the extremity of, or even replace, those that might be standing in the way of shared objectives. It is the discursive analysis that most powerfully pinpoints the deepest 'wounding' in a client, the underlying 'undiscussable' assumptions that subvert positive alliances.

In Client 3's case, his deepest wound – to paraphrase his words, the consequence of failure is persecution and isolation - emerged in his narrative of his inflexible brutal background, and the narrow 'tribal' world he had absorbed – one which stigmatised and punished *difference*, often as narrowly defined as the failure to honour convention. For Client 3, the admiration of his superiors has been very important to allay his fear of failure. Hence his agony of self-doubt and resentment under the Managing Director, whom he believed preferred the "more intellectual" Client 2 to himself. Client 2.1 - a woman - was "too loud", Client 1 - a black male- was "useless", unable to do his job; Client 2 typified "all Jews who duck and dive". In Client 3's opinion, the company's performance would improve if a dress code were enforced in order to maintain "standards". The excerpt below shows his sense of injustice, "fighting a losing battle" against "free-thinkers":

C3: You know, to be quite honest, Dorrian, it's irrelevant at the moment in my terms of reference what he believes and what he doesn't believe. Because for five years I've been fighting an uphill losing battle. Certain people were listened to because they've got the intellectual capability, other people were deemed to be noise in the background that must be accommodated, and that's the way I see it. Amazingly, all the things - where did the MD suddenly learn so many HR things? He's an actuary. He knows nothing about HR. All the things that I've been having in all the documents. Those are the things that he is now throwing out as being proper HR things and whatever. So I know he's heard a lot, but he's never seen the wood for the trees.

DA: And how much support do you think you've had for your input?

C3: Zilch. I've had no support given the input I've given. I've had no support in how to manage or to direct or to ... I've had nothing. That's the bottom line – nothing.

And you can't run a business like that. We've got, you know, free-thinking people here that tell us we need to ...

I found Client 3 very responsive to coaching, to being challenged – he always completed his coaching tasks, never missed an appointment and showed that he had taken time to reflect. However, I ponder over the possible reasons for the fact that he related positively to coaching: perhaps because he felt listened to and did not feel judged in terms of his value as a human

being; or perhaps he did not imagine that I would be much different in my values from him. Perhaps it was a combination of these, plus his predisposition to be compliant.

A further discursive pattern embedded in this theme is the interpretation of the new order as identical to the old in all respects except the race of the power group. Thus the new order is the same old repressive, corrupt and incompetent system to which the correct moral response is either indignant opposition or withdrawal, enabling a transfer from the ‘evils of apartheid’ to the new order without appropriate comparison. The coaching task in striving to build alliances across such white/black divides was to constantly get the client to deconstruct their ‘facts’ and unsettle their certainty.

5.8.5 Theme Five: ‘Scratch a white, you’ll find a racist ...’

The discursive theme is that of generalised negative assumptions about white people based on actual experiences over the course of a lifetime. The difference between this discursive theme and Theme Four is that black experience *has been institutionally circumscribed in very different ways from white experience* for a very long period of time, with different internalised consequences. Black experience over more than three centuries in South Africa was generally that of *loss* - loss of opportunity, loss of access to resources and services, and most certainly, loss of self-esteem. White experience, by contrast, enjoyed access to opportunity, resources, services – and an ingrained sense of superiority in relation to black people as a result (see, for example, the newspaper article in Appendix 11).

In a country where there *have* been a lot of racists (though not exclusively white), and where black experience for many individuals has been traumatic, humiliating and profoundly damaging from a very early age, it becomes very difficult to untangle root causes in a team or organisation for generalisations by Client 4 (Indian male) such as “*The truth is, the poor performers are all white*”. The implication is a historical one: that a lifetime of privilege has masked white incompetence (as with job reservation for whites under apartheid).

In the case of Client 4, his antipathy towards a white female senior employee escalated into partisan camps forming - initially among members in his team, and then spreading to staff in other sections - along old apartheid divides. On the Integral Model, structurally-based (lower right quadrant) and values-based (lower left quadrant) inconsistencies in role definition or performance were disregarded; assumptions, beliefs, prejudices and stereotypes (upper left quadrant), which could very well have been the result of actual personal experiences (upper right), held sway. When Client 4 used his positional power as senior manager inappropriately in relation to two white staff, underlying generalised assumptions about group identities on all sides hardened. Performance in the entire team suffered increasingly, as relations and behaviours worsened, with near-disastrous consequences for the entire company.

5.8.6 Theme Six: ‘Don’t mention the “r” word’

There was evidence of painful sensitivity amongst both black and white people in raising the perceptions of, or even general conversations about, racism. Perceptions and limiting assumptions about the ‘other’ stayed submerged, and often intact, beneath zero-tolerance policies. Arnold Mindell’s (1995: 68) observation about political correctness resonates powerfully:

Political correctness – the idea that people should not be racist, sexist, anti-Semitic, homophobic – misses the point that prejudice would not have to be forbidden if it did not exist. Political correctness forces prejudice into hiding. People who belong to a political minority or marginalised group feel paranoid, because political correctness has driven domination underground, making it harder to work with. Sometimes the people who state their prejudices openly are our best allies.

Described in Chapter Four, the relationship between Client 2.2.1 and her colleague worsened from an amicable beginning to the point where they stopped greeting one another. There was no permission on either side, no acceptable robustness, to raise perceptions across racial divides ‘above the waterline’. Apparently straightforward matters like a white colleague asking a black colleague for clarification on an item in a report, or pointing out report errors, escalated into conflicts of nightmare proportion.

The discursive pattern on the white side can be expressed as ‘*damned if I do, damned if I don’t*’. The response on the black side ranged from a phlegmatic ‘*just accept it, they don’t mean to do harm ...*’ to deeply-felt distress as with Client 2.2.1 – an intolerable sense of ‘*more of the same*’.

5.9 Summary of main points

The core hypothesis has been that the major obstacle to forming alliances in relationships and teams towards a shared objective is an aspect of difference that is deeply felt, but remains unnamed. This has been shown to be the case with regard to experiences of, or perceptions of, racism. Though not the only cause of divides, this caused the greatest stress, and resulted in both reductionism and conflation in cause-and-effect explanations for falling performance.

The research findings affirm that an Integral coaching model can support managerial leaders in practical ways to align a best-practice standard like *Investors in People* with their aims and objectives. Moreover, it is able to do this by providing a common language and frame of reference to increase robustness and openness in the group. It also has been successful in gaining support for a company culture, and supporting behaviours based on the positive philosophical choice and positive regard for one another. This translates into visible behaviours: stopping rumour-mongering, resisting cynicism, taking accountability and

responsibility for oneself and one's work, thinking creatively for solutions, rather than pointing fingers and blaming when problems occur. The Integral Model was used to plot 'disconnects' between what people professed, how they behaved, what the culture espoused and what systems and processes needed to be operating more efficiently in support of business objectives.

Six discursive themes were identified in the company, themes that relate specifically to the South African context of black/white divides.

Chapter 6

Conclusions and Recommendations

Chapter 6

Conclusions and Recommendations

The research project has attempted to develop an Integral coaching framework and model defined as:

To facilitate individuals in building alliances across divides to reach shared objectives through client-centred positive solutions that replace limiting internalised assumptions.

The method developed and tested in this project has been focused on maximising performance in teams and organisations, by coaching managerial leaders to build alliances across divides towards the achievement of shared objectives. The word ‘divides’ means any difference that triggers limiting assumptions between people sufficient to impede positive collaboration.

A core hypothesis has been: divides that lie unnamed beneath the surface are disruptive of aligning teams and individuals towards shared objectives. The effects of limiting assumptions about the ‘other’ - when these are not raised into the open - frequently become conflated with or reduced to simplistic cause-and-effect explanations that, instead of facilitating transformation towards optimum performance, impede it. It is suggested in this project that it is often the deepest ‘wound’ or source of divide in teams and relations that is the most unnameable, the most sensitive to raise.

A further aim of this research was to validate the usefulness of critical discourse theory as a coaching discipline to identify discursive patterns in client narrative. The specific relevance for coaching is the context of working in an environment with explicit and formalised boundaries - like that of a team, department or organisation, where there are defined strategies, policies, values, codes of conduct, cultural norms. Contested discursive terrain, often implicit and informal, in such a bounded environment may impact very negatively on performance. The benefit of coaching managerial leaders in such an environment would be tracing evidence of the often deeply-driven and sensitive divides (the contested discursive themes), and raising consciousness in ways that lead to actions to resolve underlying tensions and limiting assumptions. South Africa provides a valid context for testing the above assumptions: though not the only source of divides, a current ‘wound’ in the nation about perceptions of race is an issue made prominent through legislation, by the media, and in company policy, on a daily basis.

Three key resources were drawn upon to create the theoretical underpinning and practice of the coaching model. Ken Wilber’s Integral Model (AQAL) gives the multi-dimensional complexity and philosophical approach that is compatible with the aim of building alliances across divides in a bounded environment. The goal of the Integral Model is ‘to honour and

embrace every legitimate aspect of human consciousness', differentiated into the internalised and subjective worlds of individual and cultural domains, and the materiality of behaviour and systemic contexts. Elliott Jaques' perspective on the 'requisite organisation' has provided the business-focused context. The practical implementation of the Integral philosophy and psychology has been chiefly based on Nancy Kline's Thinking Environment™ process, founded as it is on a positive philosophical choice in the commitment to replace limiting assumptions with client-created positive alternatives.

6.1 Coaching across teams and moral dilemmas

Over and above ethical considerations outlined in Chapter One, coaching several members in a small company, in teams and across job levels, requires awareness of the dangers of being drawn into triangulated relationships – becoming caught up, by way of example, in Karpman's dramatic triangle of Victim-Rescuer-Perpetrator.

It has also entailed deliberation on the resolution of moral dilemmas, for example, knowledge of behaviours on the part of a client that was either detrimental to the organisation (the overall client) and/or damaging to particular individuals in the business. As a guideline in the resolution of two such dilemmas, I followed Ken Wilber's explanation and definition of ethical decisions – *The Basic Moral Intuition*:

Do the least amount of harm to consciousness as you possibly can. Destroy as little intrinsic worth as possible. ... Protect and promote the greatest depth for the greatest span (Wilber, 2001a: 305-306; see also Forman, 2005).

"Protect and promote the greatest depth for the greatest span" therefore became my guiding principle.

I think I would have risked confrontation with Client Three, for example, whose tendency to spread and to carry rumour about individuals supported by denigrating generalisations, ran counter to the espoused values of the company and were directly affecting the motivation and the focus of members of staff, had he not ensured his movement out of the company. A core ethical commitment to coaching for me is that it is based on positive regard for the client, and focuses on maximising the client's well-being. When the *overall client* is the company, the coaching project is to try and bring about a better realisation of company goals through the alignment of its people. The coach has a duty to bring to full consciousness with their coaching clients the implications for *individual and company* when someone's behaviour and values are not congruent with company values - like those enshrined in the company's Empowerment Strategy and the Enabling Culture project. The merger talks really took Client 3 off-track with his coaching tasks: his need to find a way to survive on his own terms was much greater than the need to continue modifying his behaviours in order to stay in a place that might just

retrench him anyway. Besides, in his worldview, it was precisely the embracing of the *Empowerment Strategy* and the *Enabling Culture* project that had put the company at risk of a take-over!

On the other hand, Client 4, after the decision for his leaving the company had been made and a date set, his continued conflict with Client 4.1 led to the latter taking legal advice concerning constructive dismissal, and the potential outcome for the company and both clients would be painful to all parties and ultimately of little gain to anyone. In this case, I offered the opinion that there was merit in limiting Client 4's contribution to his area of expertise till his exit, rather than his pursuing a managerial and leadership role for which he no longer had a legitimate mandate.

6.2 Successes

1. In the first phase, the company was assessed against the *Investors in People* indicators and were accredited in November 2003 – but ‘by the skin of their teeth’, and with the proviso that the accreditation would be reviewed in 18 months rather than the maximum three years. Coaching has been credited with assisting in bringing about a perception by staff of an improved environment with more transparency and more accountability, sufficient to convince assessors that a positive change was in the making.
2. The objective, of coaching to increase positive relationships across divides to improve alliances towards the company's shared objectives, has been affirmed by the coaching clients in their feedback.
3. Clients testify that the coaching intervention helped to reduce stress in an environment managing uncertainty, high anxiety concerning performance and job security, and interpersonal conflict.
4. Feedback comments show that coaching across divides enables deepening reflection, showing incremental awareness of, and empathy with, ‘otherness’.
5. The Managing Director confirms that Integral coaching in teams and across ‘silos’ creates the language, frameworks and common points of reference to reduce conflict and enhance communications towards meeting the business shared objectives.
6. There has been evidence of sustainable positive development beyond the individuals being coached – namely, the benefits from coaching across divides to create alliances toward shared objectives – in at least two manifest instances:
 - 6.1 In Client 1's sector, he actively took his learning into the way he managed his teams: he organised four opportunities (each being two-day breakaways) for them to come together as a sector, to embed and co-create their values and the supporting behaviours towards their objectives, consistent with the coaching philosophy and framework. He also encouraged his new brand manager, Client 1.1, to come into

coaching to bring consistency and support to his efforts (she had 12 coaching sessions over six months).

- 6.1 Client 2.1 in her promotion to head of her section has taken the *ground value* approach into recreating her team as a *natural hierarchy*, leading from the positive, with clear co-created boundaries and expectations (making explicit *intrinsic value* and *extrinsic value*). Feedback from her team is very rewarding: they are highly motivated, compared with sluggish just-in-time performance four months ago – they claim to enjoy coming to work and are working well together; Client 2.1 claims their overtime dropped 80 per cent in one month after the team redesign, and in spite of one or two hiccups, up to August 2005, has been maintained.

6.3 My contribution to the field of coaching

My research model has brought immediate benefits to me in my professional work, in the validation of my approach by existing clients (including the research client) and the acquisition of new work based on the model. A recent example: my company, of which I am the founding director, has been nominated by the Vice Chancellor's office at the University of Cape Town as their partner in designing and delivering a model and process of transforming the institutional culture and its practices to conform with the vision of being a world-class African university. This relationship has been confirmed on the strength of my approach to diversity and the use of the Integral Operating System to diagnose and map the way forward, as described in this dissertation.

The value that this thesis brings to the University of Middlesex and to the field of professional coaching in particular as its original contribution is twofold: the use of the Integral Operating System in mapping the complex interplay of individual and group systems and relations, and the introduction to the field of critical discourse theory.

6.3.1 Coaching and the Integral Operating System

The emphasis of the coaching relationship in the literature is most typically the uniqueness of the individual (represented by the Upper Left Quadrant in the Integral Operating System). This coaching model makes explicit the value of mapping and diagnosing the interconnections with four interdependent foci in which the individual is inevitably always caught up – and it is interpretation of the interconnected relationship of these four domains at all times that contributes most usefully to coaching. The familiar coaching emphasis on the individual is clearly evaluated in two domains, the inner world of the individual and the manifest behaviours of the individual (represented by the Upper Right Quadrant): the constant interplay of the five elements of the IOS (the quadrants, multiple lines of intelligence, stage conceptions of development in these lines of intelligence, states of consciousness, and horizontal and vertical

types) enables an intricate mapping for congruence between these two domains. At the same time, the coach looks for congruence in the social and cultural worlds (Lower Left Quadrant) which impact on the individual - and without which the individual has no referent - and seeks to understand both the congruence between the values and intentions of the communal world and the manifestation of those these in systemic, practical and operational ways (Lower Right Quadrant), as well as the congruence for the individual in worldview and behaviours with the communal inner and outer domains. Hence the coaching model introduced in this research places the inner world of the individual, the Upper Left Quadrant, in complex relation to the other three quadrants - and in particular in this research, the relationship of the individual, the culture and organisational development. To sum up, my coaching model emphasises the interrelationship at all times across all four quadrants, mapping all the elements of the IOS, and thus this model exceeds conventional coaching models in the access to diagnosing and bringing into conscious awareness a complexity and interconnected field of operation that is always, always present – and arising from moment to moment.

6.3.2 Coaching and critical discourse theory

This further contribution of this research to the field of coaching is the suggestion that the professional field of coaching would greatly benefit from, and indeed requires, the academic depth, rigour and theoretical perspective available to the fields like sociology, psychology, philosophy, linguistics, communications and politics. These fields of study and practice are enriched by the contribution and importance of cultural theory, critical theory, semiotics and discourse theory. Professional coaching would acquire essential academic gravitas if it were to evolve its theory and praxis accordingly – and I consider a vital area in my own practice to be socio-political and cultural theory with particular reference to the construction of identity and power relations. My daily experience and challenge as a coach within South Africa today has brought into focus the necessity for an understanding of identity politics and complexities of power discourse.

In Chapter Two, I have drawn attention to the perception of '*a new class of transnational business executive*': the significance and contribution to the field of coaching is the connection with the call for social responsibility commitments on the part of business. I have commented on the emergence and growing importance of the field of coaching and link this to evidence in the world of rising levels of consciousness – the relevance is the value for the coach of awareness of a directional development that moves from basic egocentric gratification to demonstrable sociocentric care and concern, ultimately striving to achieve worldcentric care and concern.

A further new perspective introduced in this research on coaching is conjecture on the significance of *discourse* versus *culture* in coaching across difference. In Chapter Two, I cite a critical insight by Gilles Verbant into the diminishing of nationality importance relative to

“values, social and political aspirations and modes of production and consumption” (Rosinski, 2003: 21). This research project attempts to explore whether behaviour change is more influenced in organisations and teams by rank and institutionally-affirmed values than it is by culture *per se* – for example, the degree to which internalised buy-in to the ideology of (white or male) superiority impacts on the behaviour of an individual, irrespective of the individual’s cultural group. The coaching model in this research suggests a method of delving into the complexity of identity construction and opportunities for alliances beyond the concept of *culture* and more aligned with *discourse* and *multiple levels of development*.

6.3.3 The approach taken for this research

The vision of a liberal socialism articulated by Laclau and Mouffe offers the *metatheory* with which to position coaching, while the Integral Operating System provides a *coaching praxis* to navigate and interpret this world of discourse: a praxis to manage conceptions of complexity and development, and a coherent movement between the particular and the universal, the formal and the informal, and between the individual, the group and the context. For these reasons, in my view, the approach taken - that is, an attempt to identify understand the key variations of discursive themes and interpret them making use of the Integral Operating System - was the most appropriate way to do this research. I had conceived a need from my work in cultural transformation with individuals and groups in South Africa between 1998 and 2002 for a coaching approach deeply informed by socio-political theory and critical discourse theory yet able in practice to navigate the complexity of this territory.

If I had taken a different perspective, it could not have been a soft systems research approach for the reason that my research approach does not propose an ideal model against which the outcomes in real life could be compared. A case study approach might have been very suited to this research environment, as the process has depended upon highly qualitative data. A very useful aspect of case study research, and worth considering in further research of this nature, is the process of subjecting the client narratives and individual coaching experiences to in-depth comparison. It may be a valuable future exercise to expose my research material to detailed comparative examination of the client narratives: such an exercise would no doubt enhance my intention to be able consistently to transfer the methodology in use in this research to other situations in making use of critical discourse theory, and in particular, mapping and diagnosing the discursive themes identified.

6.3.4 Further areas identified for research

There is potential value for coaching theory and practice in a more rigorous alignment of developmental psychology and philosophy with the work of Eliot Jaques than I have managed in this work. Especially useful to align and compare with Eliot Jaques' work, for example, would be Susan Cook Greuter's approach to conceptions of levels of development in coaching across difference in organisations and institutions.

Also, my research just touches on the hugely varied, complex and growing field of critical discourse theory. I see enormous value in research that continues to develop coaching theory and practice informed by critical discourse theory and related areas or sociological and cultural studies. The accelerated pace of change globally, and the growing need for skilled transformative interventions, suggests the urgency with which an advanced level of coaching requires access to well-grounded socio-political and cultural theory to manage complexity.

6.4 Limitations and development areas

1. A train-the-trainer coaching project, the second aim of the research, was not carried out on the client site owing to time restraints and major internal upheavals.
2. The complexity of the framework and model militates against an easily transferable train-the-trainer in-house programme for coaching. It was evident that, if one is familiar with the model, *coaching* this way is possible with clients at all levels because the Integral framework offers a very detailed multi-dimensional map of the territory for the coach to plan coaching strategy appropriate to the client. However, *training managerial-leaders* to coach this way when it is not their prime focus would require that the trainee intellectually and emotionally understands the five elements of Integral mapping at a deeply internalised level, and can relate these to the five managerial-leadership competencies defined by Elliott Jaques.
3. The original scope of the project was to coach five senior executives: as the coaching project unfolded, it became apparent that climate change would be more rapidly and effectively implemented if the direct reports (middle managers) were included. The change in project scope is detailed in Chapter Four. Consistent follow-through on originally-defined coaching goals relating to organisation objectives was not possible under the circumstances. Coaching objectives were revised for each of the three phases of the project. Therefore I have been unable to test for a direct cause-and-effect result between coaching goals and organisation goals.
4. No quantifiable return on investment was attempted: owing to leadership changes at the end of the second phase of the coaching project, the informal *Investors in People* survey scheduled for August 2006 to measure against a survey in January 2006 has been postponed.

5. I learned that I would have to manage the inconsistent buy-in at the top to agreed processes more assertively and far earlier in the project than I did. I believe I waited far too late to point out glaring inconsistencies in the leadership between espoused values and values-in-use. My hesitation was due to anxiety and lack of experience in what became the sheer scale of the project: a self-debate on how directive should I be as a coach, how disruptive could I be of the *status quo*, and still honour the ethical boundaries. I became more challenging and forthright halfway through Phase Two and began to use my model as diagrams and maps to illustrate 'disconnects' in particular client behaviours when working with clients, rather than using my model covertly, as it were.
6. Coaching within teams raises the danger of being caught in triangulated relationships; it also constantly presents ethical boundaries (discussed above). This is not so much a limitation, as I am committed to working as a coach in this way – from individual to group to individual – and it is consistent with the whole concept and philosophy of *Integral*. It presents a challenge in always being mindful of oneself and one's own triggers. It emphasised for me the importance of having skilled supervision to constantly monitor my own process with clients.
7. This project has made a limited entrée into working with critical discourse theory and interpretive repertoires – the major weakness of the research project, in my view, is that I have not done justice to the huge amount of data collected in taped sessions: these warrant analysis in much more detail, and could be the subject of a thesis in their own right.
8. I believe there is valuable scope for coaching in undertaking further research into the impact on performance of contested discursive terrains in teams and organisations. In particular, the valuable coaching opportunity for a shift in behaviours is paying attention to where *power* is felt to lie (lower left quadrant) and how it is made manifest (affecting the Integral balance in the other three quadrants).

6.5 Potential learnings

My client site was exemplary in a number of ways – leading by example in what should be normal in South African organisations: a properly representative workplace. Within each client was a vibrant multi-dimensional landscape of experiences, assumptions and ways of being that was steeped in each's particular South African identity. How could it be otherwise? In this environment, coaching to enhance leadership skills or improve performance took place within *contested discursive terrains*. I can anticipate the challenge: 'Does this not happen elsewhere in the world? Surely all coaching is defined by a move from one identified position to another preferred position. Surely wherever human beings are in relation to one another, resistance and contestation is implicit.' To answer the question with a question - what is at stake?

This is a grand statement, but I believe grounds to make it are substantiated: I hold that coaches in South African corporate environments increasingly play on a world stage. (It should

be noted that the views about coaching across divides in this book are not limited to corporate environments – it happens to be the domain I have experienced more than others.) *Blackness* was demonised and commoditised in the western world to serve the material ends of colonial expansionism from the 18th century onwards. *Whiteness ideology* in the globe is now a well-articulated phenomenon in the literature – one simply needs to enter the words *global whiteness* into a Google search to find world-wide evidence. Where there are deeply contested discursive terrains, an Integral coach has an obligation to do her own work on her intentionality, the way she shows up, her congruence with and understanding of emergent cultural values that support the systems and processes. She must reflect on her own levels of development and lines of intelligence – and have those reflections rigorously tested. As a white woman coaching in a black empowerment company in South Africa today, I could never take for granted in this coaching journey, that what I saw and heard, and how I interpreted client narrative, was not filtered through my whiteness in ways others could see more clearly than I. That potential blindness or unintended insensitivity is problematic when an increasing focus in the thrust towards transformation in South African organisations centres on the identity politics of *global whiteness*.

6.6 Recommendations: Coaching in South Africa

The question was raised in Chapter Two: what are the consequences for the coach in South Africa today if we do not reflect very deeply on the identity politics implied by colour and the *Life Conditions* that affect who we are, how we as coaches think, feel and behave?

The meaning of the word *alliance* is framed in this research project as *interaction based on positive mutual respect and equality-based dialogue*. The dynamics of self-definition imply continuous contact between self and others. In the construction of identity, these interactions are never relations of equality *in terms of access to power* – they are composed of a complex weave of political, economic, historical, scientific, social and cultural influences that ensures any relation across difference *will be an unequal one*. There is always a dominant group, or a dominant cultural practice. This is so in informal ways as much as formal – even in apparently homogenous settings, power inequalities are evident, such as in a merger between two companies, in a marriage, and between teachers and learners.

From this research experience, I propose the recommendation that preparation for effective practice in coaching across divides includes knowledge of the impact of power relationships, particularly ways in which they are institutionalised – on the client site and in the external environment - and the manner in which these surface in discursive terrains. By way of example:

Imagine that a man slaps a woman in rural KwaZulu-Natal, South Africa. At the same time, another man slaps a woman in a popular neighbourhood in Khartoum, and yet a third does

the same in a classroom at the Sorbonne in Paris. All three women protest: the woman in Paris that her rights have been violated, the woman in Khartoum that her dignity has been violated, and the woman in KwaZulu-Natal that custom has been violated. Every victim protests. But the language of protest is different in each case. How is one to understand this difference?

The language of protest, I will argue, bears a relationship to the language of power (Mamdani, 2000: 1).

Each coaching client and each client site is unique. Each has its own *Life Conditions* - a holographic orchestra where lines, levels, types and states flow, surge, peak and fall back: in the individual, the community, and in the systems in use.

The challenges in deciphering what organisational change means in South Africa today suggest that a coach should develop a grasp of what complexity exists, what contested power relations obtain, in order to make an effort to bring about that *something entirely different, yet just and democratic* that Don Beck speaks of (cited in Section 1.8.1). Evidence of *something entirely different* is the remarkable and moving outcome that occurs when people dare to risk robust vigorous dialogue across divides in the interests of building alliances towards common objectives - as is currently happening on this project research site, where individual coaching (with Client 2.1, 2.2 and 2.2.1) has now led to a group dialogue about black and white experience and perceptions.

The Integral framework with its five elements enables clients to reach for those *new more complex levels of thinking* in order to understand the many reasons that resistance to difference can be so difficult to change - especially when they are conflated, or when the solution is a reductionist approach. A critical aspect for the coach is having access to a framework for working with complexity, for a way into understanding self and others at several levels, in several contexts at the same moment in time.

The third inspirational opportunity Don Beck saw for South Africans was *to point the way for the true integration of the entire planet*. Integration of the entire planet is a grand scenario – much to be desired, and very probably a long way from being achieved. However, it is not too extreme to imagine South Africans *pointing the way* and the Integral coach could make a powerful contribution in helping to set the direction – an inspiration worth striving for. This model is founded on the positive philosophy that no one system of human knowledge is entirely right – neither is it wrong: it is *partial*, neither the whole story nor the wrong story – just a part of the continual unfolding of a complex and integral whole.

Index of Words

- AQAL - 35, 38, 40, 54, 59, 62, 66-68, 80, 84, 99, 122, 130.
- Arnold Mindell - 25, 44, 127.
- Basic Moral Intuition - 111, 131.
- coaching - i, ii, 1-5, 7-12, 15-17, 20, 22-26, 28-44, 46, 47, 49-52, 54, 55, 57, 62, 64, 66, 68, 69, 71-73, 75, 77-84, 86, 87, 90, 91, 93-96, 98-100, 103, 104, 107-109, 111-115, 117-119, 121, 123, 125-127, 130-139.
- cognitive complexity - 52, 58, 62, 115.
- corporate environment - 1, 15, 64, 138.
- cultural diversity - 4, 10, 17, 18, 23, 72.
- culture - i, 4-8, 10-14, 16-18, 23, 26-31, 35, 36, 41, 42, 44, 47, 49, 51, 54, 71-73, 75, 77, 78, 80, 86-88, 98-100, 102, 103, 107-109, 112-114, 117, 119, 123, 127, 128, 131-135.
- deconstruction - 46.
- discourse - i-ii, 1, 2, 4, 12-18, 20, 29, 31-34, 42, 43, 46, 47, 68, 79, 80, 99, 106, 109, 114, 119-122, 124, 130, 133-137.
- discursive terrain - ii, 1, 2, 11, 12, 15, 17, 46, 49, 106, 125, 130, 137, 138.
- diversity - 4, 10, 17, 18, 23, 24, 41-44, 72, 75, 80, 88, 90, 112, 117, 133.
- divides- i, 1-3, 10, 11, 15-17, 20, 25, 28, 29-31, 34, 38, 42, 43, 54, 62, 64, 72, 80, 109, 112, 119, 121, 123, 126-128, 130-132, 138, 139.
- Elliott Jaques - i, 22, 24, 25, 40, 41, 43, 44, 57, 58, 60, 62, 66-68, 115, 131, 136.
- emotional intelligence - ii, 10, 51, 64, 66, 83.
- extrinsic value - 55, 111, 133.
- global whiteness - 2, 138.
- greatest depth for the greatest span - 111, 131.
- ground value - 55, 94, 95, 111, 133.
- holarchies - 54, 57, 62, 68, 69.
- integral coaching - i, ii, 3, 4, 40, 46, 50, 62, 66, 68, 72, 77, 109, 113, 115, 125, 127, 130, 132.
- integral mapping - 34, 38, 40, 51, 80, 81, 136.
- Integral model - i, ii, 3, 34, 35, 37, 40-43, 47, 49, 58, 68, 77, 80, 81, 83, 86, 100, 108, 109, 113, 126, 128, 130, 131.
- Integral Operating System - 34, 35, 40, 51, 68, 109, 133, 135.
- interpretive repertoires - 46, 47, 49, 72, 79, 99, 137.
- intrinsic value - 55, 57, 80, 111, 124, 131, 133.
- Investors in People - 4, 6-9, 41, 71, 75, 78, 80, 99, 103, 109, 115, 127, 132, 136.
- Kolb's Experiential Learning Cycle - 84, 85, 87, 109.
- Kolb's Learning Styles Inventory - 68, 80.
- level of work - 57, 61, 62.
- life conditions - 11, 26, 27, 29, 30, 46, 120, 138, 139.
- managerial leader - i, ii, 3, 4, 20, 40, 57, 58, 66, 68, 79, 93, 109, 112, 113, 127, 130, 136.

- managerial leadership - i, 40, 43, 51, 58, 59, 61, 62, 64, 79, 83, 98, 112, 115, 136.
- multi-cultural, multi-culturalism - 18-20, 29, 119.
- natural hierarchies - 54, 57, 58, 69.
- positive philosophical choice - 35, 73, 80, 90, 115, 116, 131.
- power - 1, 4, 7, 12, 15-20, 25, 29, 31-33, 41-43, 55, 57, 69, 79, 91, 94, 100, 101, 103, 108, 111, 120, 126, 134, 137-139.
- requisite organisation - 43, 57, 66-68, 131.
- semiospheres - 47, 48, 112.
- spiritual intelligence - 10, 84.
- the 'T' factor - 58, 62.
- transformation - 1, 4-11, 14-16, 23, 25, 31, 40, 43, 46, 47, 54, 55, 57, 62, 71-73, 79, 90, 103, 112, 120, 121, 130, 133, 135, 136, 138.
- triangulated relationships - 131, 137.
- Triple Bottom Line - 27, 40, 80, 86.
- types of value - 55, 111.
- whiteness ideology - 16, 17, 20, 106, 118, 123, 138.
- Wilber, Ken - 22, 26, 34, 35, 37-43, 47-55, 57-60, 62, 64-68, 77, 84, 85, 97, 109, 111, 130, 131.

Bibliography

Coaching

- Dalton, P. and G. Dunnett (eds.) (1992), *A Psychology for Living: Personal Construct Theory for Professionals and Clients*, London: Wiley.
- Fagan, J. and I.L. Shepherd (eds.) (1970), *Gestalt Therapy Now: Theory, Techniques, Applications*, London: Penguin.
- Kline, N. (1999), *Time to Think: Listening to Ignite the Human Mind*, London: Ward Lock.
- McNab, P. (2005), *Toward An Integral Vision: Using NLP and Ken Wilber's AQAL Model to Enhance Communication*, Oxford: Trafford.
- O'Neill, M.B. (2000), *Executive Coaching with Backbone and Heart: A Systems Approach to Engaging Leaders with Their Challenges*, San Francisco, CA: Jossey-Bass.
- Perls, F.S., R.F. Hefferline and P. Goodman (1974), *Gestalt Therapy: Excitement and Growth in the Human Personality*, London: Penguin.
- Rosenberg M.B. (1999), *Non-violent Communication: A Language of Compassion*, Encinitas, CA: PuddleDancer.
- Rosinski, P. (2003), *Coaching Across Cultures: New Tools for Leveraging National, Corporate and Professional Differences*, London: Nicholas Brealey.
- Thomas, L. and S. Harri-Augstein (1991), *Learning Conversations*, New York, NY: Routledge.
- Van Oudtshoorn, M. (undated), Thesis on adult learning and coaching.
- Whitworth, L., H. Kimsey-House and P. Sandahl (1998), *Co-Active Coaching: New Skills for Coaching People Towards Success in Work and Life*, Mountain View, CA: Davies Black.

Research

- Antaki, C. (ed.) (1988), *Analysing Everyday Explanation: A Casebook of Methods*, Newbury Park, CA: Sage.
- Billig, M. (1988), Chapter 14 in C. Antaki (ed.), *Analysing Everyday Explanation: A Casebook of Methods*, Newbury Park, CA: Sage.
- Billig, M. (1996), *Arguing and Thinking: A Rhetorical Approach to Social Psychology*, Cambridge: Cambridge University Press.
- Checkland, P.B. (1999), *Systems Thinking, Systems Practice*, London: Wiley.
- Leeds-Hurwitz, W. (ed.) (1995), *Social Approaches to Communication*, New York, NY: Guildford.
- Mouton, J. (2001), *How to Succeed in your Master's and Doctoral Studies: A South African Guide and Resource Book*, Pretoria: Van Schalk.
- Welman, J.C. and S.J. Kruger (2001), *Research Methodology*, Second Edition, Oxford: Oxford University Press.
- Wetherell, M. and J. Potter (1988), "Discourse analysis and the identification of interpretive repertoires", in C. Antaki (ed.), *Analysing Everyday Explanation: A Casebook of*

Methods, Newbury Park, CA: Sage.

Background and theoretical underpinning

- Althusser, L. (1969), *Louis For Marx*, London: Verso.
- AMSA (2002), Enabling Culture Project, company policy document, Cape Town: AMSA.
- Bannett, E.T. (1989), *Structuralism and The Logic of Dissent*, London: Macmillan.
- Barthes, R. (1986), *The Rustle of Language*, Oxford: Blackwell.
- Barthes, R. (1988), *The Semiotic Challenge*, Oxford: Blackwell.
- Barthes, R. (1989), *Selected Writings*, New York, NY: Fontana.
- Beck, D.E. and C.C. Cowan (1996), *Spiral Dynamics: Mastering Values, Leadership and Change*, Oxford: Blackwell.
- Birch, D. (1989), *Language, Literature and Critical Practice*, New York, NY: Routledge.
- Boyne, R. (1990), *Foucault and Derrida: The other side of reason*, Crows Nest, NSW: Allen and Unwin.
- Capra, F. (1982), *The Turning Point: Science, Society and the Rising Culture*, London: Flamingo.
- Capra, F. (2002), *The Hidden Connections: A Science for Sustainable Living*, London: Flamingo.
- Carroll, R. (1987) *Cultural Misunderstandings: The French-American Experience* (Caol Volk, trans.), Chicago, IL: University of Chicago Press.
- Clarke, D.D with J. Crossland (1985), *Action Systems: An Introduction to the Analysis of Complex Behaviour*, London: Methuen.
- Collier, M.J. (ed.) (2003), *Intercultural Alliances: Critical Transformation*, International And Intercultural Communication Annual 2002, Thousand Oaks, CA: Sage Publications.
- Coward, R. and J. Ellis (1987), *Language and Materialism: Developments in Semiology and the Theory of the Subject*, New York, NY: Routledge.
- Cox, T.H. (1994), *Cultural Diversity in Organizations: Theory, Research and Practice*, San Francisco, CA: Berrett-Koehler.
- Descartes, R. (1984), *Discourse on Method and the Meditations*, London: Penguin.
- Dews, P. (1987), *Logics of Disintegration: Post-Structuralist Thought and the Claims of Critical Theory*, London: Verso.
- Eagleton, T. (1978), *Criticism and Ideology*, London: Verso.
- Eagleton, T. (1983), *Literary Theory*, Oxford: Blackwell.
- Eagleton, T. (1984), *The Function of Criticism*, London: Verso.
- Eagleton, T. (1991), *Ideology: an introduction*, London: Verso.
- Eco, U. (1981), *The Role of the Reader: Explorations in the semiotics of texts*, London: Hutchinson.
- Eco, U. (1984), *Semiotics and the Philosophy of Language*, London: Macmillan.
- Eco, U. (1989), *The Open Work*, London: Hutchinson.
- Edgley, R. and R. Osborne (eds.) (1985), *Radical Philosophy Reader*, London: Verso.
- Erasmus, Z. (ed.) (2001), *Coloured by History, Shaped by Place: New Perspectives in*

- Coloured Identity in Cape Town***, Cape Town: Cape Town Kwela and SA History Online.
- Feldner-Busztin, A. (2004), "The Diversity Dividend", in Meyer, T.N.A. and I. Boninelli (eds.), ***Conversations in Leadership: South African Perspectives***, Johannesburg: Knowledge Resources.
- Fiske, J. (ed.) (1983), ***Studies in Communication: Key Concepts in Communication***, London: Methuen.
- Foucault, M. (1984), ***The History of Sexuality: An Introduction***, London: Peregrine.
- Foucault, M. (1988a), ***Power/Knowledge, Selected Interviews and Other Writings 1972-1977*** (C. Gordon, ed.), Brighton: Harvester.
- Foucault, M. (1988b), ***The Uses of Pleasure: The History of Sexuality Vol. II***, London: Penguin.
- Foucault, M. (1989), ***The Archaeology of Knowledge***, New York, NY: Routledge.
- Friere, P. (1985), ***Pedagogy of the Oppressed***, London: Penguin.
- Garnham, A. (1985), ***Psycholinguistics: Central Topics***, London: Methuen.
- Gonzalez, A., M. Houston and V. Chen (eds.) (1994), ***Our Voices: Essays in Culture, Ethnicity, and Communication: An Intercultural Anthology***, Los Angeles, CA: Roxbury Publishing Company.
- Hadland, A. and J. Rantao (1999), ***The Life and Times of Thabo Mbeki***, Rivonia: Zebra Press.
- Hawkes, T. (1977), ***Structuralism and Semiotics***, London: Methuen.
- Hofstede, G. (1984), ***Culture's Consequences: International Differences in Work-related Values***, Abridged Edition, Thousand Oaks, CA: Sage.
- Houston, M. (1994), "When Black Women Talk with White Women: Why Dialogues are Difficult", in Gonzalez, A., M. Houston and V. Chen (eds.), ***Our Voices: Essays in Culture, Ethnicity, and Communication: An Intercultural Anthology***, Los Angeles, CA: Roxbury Publishing Company.
- Innis, R. (ed.) (1986), ***Semiotics: An Introductory Reader***, Hutchinson.
- Jacobson, M.F. (1998), ***Whiteness of a Different Colour: European Immigrants and the Alchemy of Race***, Cambridge, MA: Harvard University Press.
- James, W., D. Caliguire and K. Cullinan (eds.) (1996), ***Now That We Are free: Coloured Communities in a Democratic South Africa***, Cape Town: Idasa.
- Jameson, F. (1992), ***Postmodernism, or The Cultural Logic of Late Capitalism***, London: Verso.
- Kuhn, T.S. (1970), ***The Structure of Scientific Revolutions***, Second Edition, Chicago, IL: University of Chicago Press.
- Lacan, J. (1986), ***The Four Fundamental Concepts of Psychoanalysis***, London: Peregrine.
- Lodge, D. (ed.) (1988), ***Modern Criticism and Theory: A Reader***, London: Longman.
- Lyotard, J-F. (1989), ***The Post Modern Condition: A Report on Knowledge***, Manchester: Manchester University Press.
- Maharaj, G. (ed.) (1999), ***Between Unity and Diversity: Essays on Nation-Building in Post-Apartheid South Africa***, Cape Town: Idasa and David Phillip.
- Mamdani, M. (ed.) (2000), ***Beyond Rights Talk and Culture Talk***, Cape Town: David Philip.
- Mbeki, T. (1999), "South Africa: Two Nations", speech delivered on 29 May 1998, reprinted in Hadland, A. and J. Rantao, ***The Life and Times of Thabo Mbeki***, Rivonia:

Zebra Press.

- Mindell, A. (1995), *Sitting in the Fire: Large Group Transformation Using Conflict and Diversity*, Portland, OR: Lao Tse.
- Moi, T. (ed.) (1989), *The Kristeva Reader*, Oxford: Blackwell.
- Mumby, D.K. (ed.) (1993), *Narrative and Social Control: Critical Perspectives*, Sage Annual Reviews of Communication Research, Vol. 21, Newbury Park, CA: Sage.
- Newmeyer, F.J. (1988), *The Politics of Linguistics*, Chicago, IL: University of Chicago Press.
- Phillips, I. and M. Jorgensen (2002), *Discourse Analysis as Theory and Method*, London: Sage.
- Rabinow, P. (ed.) (1984), *The Foucault Reader*, London: Penguin.
- Sartre, J-P. (1973), *Politics and Literature*, London: Calder and Boyars.
- Schmidt, J. (1985), *Maurice Merleau-Ponty: Between Phenomenology and Structuralism*, London: Macmillan.
- Silverman, K. (1984), *The Subject of Semiotics*, Oxford: Oxford University Press.
- Steyn, M.E. (2001), *'Whiteness Just Isn't What It Used To Be': White Identity in a Changing South Africa*, Albany, NY: State University of New York Press.
- Steyn, M.E. (2003a), *White Talk: White South Africans and the Strategic Management of Diasporic Whiteness*, unpublished doctoral thesis, Department of Psychology, Cape Town: University of Cape Town.
- Steyn, M.E. (2003b), "The Two Nations Talk: An Analysis of Rapprochement and Alienation in Two South African National Radio Talk Shows", in Collier, M.J. (ed.), *Intercultural Alliances: Critical Transformation*, International And Intercultural Communication Annual 2002, Thousand Oaks, CA: Sage.
- Steyn, M.E. (2004), "Rehybridising the Creole: New South African Afrikaners", in Steyn, M.E. and N. Distiller (eds.), *Under Construction: 'Race' and Identity in South Africa Today*, Sandton: Heinemann.
- Steyn, M.E. and N. Distiller (eds.) (2004), *Under Construction: 'Race' and Identity in South Africa Today*, Sandton: Heinemann.
- Szasz, T.S. (1974), *Ideology and Insanity*, London: Penguin.
- Szasz, T.S. (1984), *The Myth of Mental Illness*, Paladin Books.
- Tierney, S. and R.L. Jackson II (2003), "Deconstructing Whiteness Ideology as a Set of Rhetorical Fantasy Themes: Implications for Interracial Alliance Building in the United States", in Collier, M.J. (ed.), *Intercultural Alliances: Critical Transformation*, International And Intercultural Communication Annual 2002, Thousand Oaks, CA: Sage.
- Wilber, K. (2000a), *Integral Psychology: Consciousness, Spirit, Psychology and Therapy*, Boston, MA: Shambhala.
- Wilber, K. (2000b), *One Taste*, Boston, MA: Shambhala.
- Wilber, K. (2001a), *The Brief History of Everything*, Gateway.
- Wilber, K. (2001b), *The Eye of the Spirit: An Integral Vision for a World Gone Slightly Mad*, Third Edition, Boston, MA: Shambhala.
- Wilber, K. (2001c), *The Theory of Everything*, Gateway.
- Williams, R. (1977), *Marxism and Literature*, Oxford: Oxford University Press.
- Williams, R. (1980), *Problems in Materialism and Culture*, London: Verso.

- Williams, R. (1989), *Resources of Hope*, London: Verso.
- Yap, M. and D. Leong Man (1996), *Colour, Confusion and Concessions: The History of the Chinese in South Africa*, Hong Kong: Hong Kong University Press.

Organisational transformation and leadership development

- Argyris, C. (1999), "Empowerment: The Emperor's New Clothes", in *Harvard Business Review on Managing People*, Boston, MA: Harvard Business School Publishing.
- Beck, D.E. and C.C. Cowan (1996), *Spiral Dynamics: Mastering Values, Leadership and Change*, Oxford: Blackwell.
- Covey, S.R. (1989), *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*, New York, NY: Simon & Schuster.
- Covey, S.R. (2004), *The 8th Habit: From Effectiveness to Greatness*, New York, NY: Simon & Schuster.
- Deetz, S.A. (1992), *Democracy in an Age of Corporate Colonization: Developments in Communication and the Politics of Everyday Life*, Albany, NY: State University of New York Press.
- Fritz, R. (1986), *The Path of Least Resistance*, Walpole, NH: Stillpoint Publishing.
- Gaines Robinson, D. and J.C. Robinson (1996), *Performance Consulting: Moving Beyond Training*, San Francisco, CA: Berrett-Koehler.
- Goffee, R. and G. Jones (1999), "What holds modern companies together?", in *Harvard Business Review on Managing People*, Boston, MA: Harvard Business School Publishing.
- Goleman, D. (1996), *Emotional Intelligence*, London: Bloomsbury.
- Goleman, D. (1997), *Vital Lies, Simple Truths*, London: Bloomsbury.
- Goleman, D. R. Boyatzis and A. McKee (2003), *The New Leaders: Transforming the Art of Leadership Into the Science of Results*, New York, NY: Time Warner.
- Jaques, E. (1970), *Work, Creativity and Social Justice*, London: Heinemann Educational.
- Jaques, E. and K. Cason (1994), *Human Capability: A Study of Individual Potential and its Application*, Green Cove Springs, FL: Cason Hall.
- Jaques, E. and S.D. Clement (1994), *Executive Leadership: A Practical Guide to Managing Complexity*, Oxford: Blackwell.
- Kaplan, R.S. and D.P. Norton (1996), *The Balanced Scorecard*, Boston, MA: Harvard Business School Publishing.
- Kolb, D., J.S. Olsand and I.M. Rubin (1995), *Organisational Behaviour: An Experiential Approach*, Sixth Edition, New York, NY: Prentice-Hall.
- Kolb, D.A. (1976), *The Learning Style Inventory: Technical Manual*, Boston, MA: McBer.
- Laclau, E. and C. Mouffe (1985), *Hegemony and Social Strategy: Towards a Radical Democratic Politics*, London: Verso.
- Lessem, R. (1996), *From Hunter to Rainmaker: the Southern African Business Sphere*, Johannesburg: Knowledge Resources.
- Lessem, R. and B. Nussbaum (1996), *Sawubona Africa: Embracing Four Worlds in South African Management*, Rivonia: Zebra Press.
- Mbigi, L. (1997), *Ubuntu: The African Dream in Management*, Johannesburg: Knowledge

Resources.

- Meyer, T.N.A. and I. Boninelli (eds.) (2004), *Conversations in Leadership: South African Perspectives*, Johannesburg: Knowledge Resources.
- Moss Kanter, R. (1993), *Men and Women of the Corporation*, New York, NY: Basic Books.
- Rehm, R. (1999), *People in Charge: Creating Self Managing Workplaces*, Stroud, Glos: Hawthorne Press.
- Senge, P., A. Kleiner, C. Roberts, R. Ross and B. Smith (eds.) (1997), *The Fifth Discipline Fieldbook*, London: Nicholas Brealey.
- Senge, P., A. Kleiner, C. Roberts, R. Ross, G. Roth and B. Smith (eds.) (1999), *The Dance of Change*, London: Nicholas Brealey.
- Senge, P., C.O. Scharmer, J. Jaworski, B.S. Flowers (eds.) (2004), *Presence: Human Purpose and the Field of the Future*, Cambridge, MA: Society for Organised Learning.
- Thomas, D.A. and R.J. Ely (1999), "Making Differences Matter: A New Paradigm for Managing Diversity", in *Harvard Business Review on Managing People*, Boston, MA: Harvard Business School Publishing.
- Tichy, N.M. and M.A. Devanna (1990), *The Transformational Leader: The Key to Global Competiveness*, London: Wiley.
- Torring, J. (1999), *New Theories of Discourse: Laclau, Mouffe and Zizek*, Oxford: Blackwell.
- Van Deurzen, E. (1999), "Existentialism and existential psychotherapy", in Mace, C. (ed.), *Heart and Soul: The Therapeutic Face of Philosophy*, London: Routledge.

Articles and essays

- April, K. (2005), *Diversity Management In The Baltics: A New Approach Please*, unpublished PhD thesis, University of Cape Town .
- Bennett, J. (2002), "Culture club: many South Africans have multicultural savvy – a passport to global success", Careers, *Sunday Times, Business Times*, November 10.
- Casse, P. (1994), "Revisiting Communication: A 'New Way' To Manage It", *European Management Journal*, Vol. 12 No. 3.
- Eaton, T. (2005), "Hoeveel onse in jou pond, ou maat? Viva Gazania! Tom Eaton on being white in SA today", *Mail & Guardian*, May 27 - June 2.
- Fransella, F. and N. Reed (1998), "The power of a good theory", *Business Psychology Conference*, Centre for Personal Construct Psychology.
- Forman, J. (2005), *Ethics: Fitness Through Moral Dilemmas*, Integral Institute, www.integralseminars.com.
- Foucault, M. (1992), "The Subject and Power", *Critical Inquiries* 8.
- Grant, A.M. and M.J. Cavanagh (2002), *Coaching Psychology: A solutions-focused Cognitive-behavioural Approach*, Coaching Psychology Unit, School of Psychology, University of Sydney, www.psych.usyd.edu.au/coach.
- I-Coach (2003), *Invitation to Building the Profession of Coaching*, workshop held at Woodmead Office Park, Sandton, 10th November.
- Integral University (2004), *An Introduction to Integral Theory and Practice: IOS Basic and the AQAL Map*, Denver, CO: Integral University.

- King Committee on Corporate Governance (2002), *King Report on Corporate Governance for South Africa 2002*, Johannesburg: Institute of Directors.
- Lambley (nee Aiken), D. (1992), "In search of a radical discourse for theatre", *New Theatre Quarterly*, Vol. VIII No. 29, February.
- Makgoba, M. (2005), "Wrath of dethroned white males", *Mail & Guardian*, Comment, 25 March 2005.
- Morera, Esteve. (1989), "Gramsci's Realism", *Science & Society*, Communications, Winter, Vol. 53 No. 4, pp.459-469.
- Morrell, R. (2005), "White, male, democrat, African", *Mail & Guardian*, Comment, 1 April.
- Murphy, J.W. (1988), "Making sense of postmodern sociology", *The British Journal of Sociology*, Vol. 39 No. 4, pp.600-614.
- Price, B. (2005), "Research has shown that coaching has a greater return for companies than training: Over to you coach", *Mail & Guardian*, May 27-June 2.
- Roemischer, J. (2002), "The never-ending upward quest: a WIE editor encounters the practical and spiritual wisdom of Spiral Dynamics: an interview with Dr Don Beck", *What is Enlightenment?*, Issue 22, Fall-Winter.
- Smith, A. (2005), *Contextualising Ken: A Review of Jeff Meyerhoff's Bald Ambition*, 12 February, www.integralworld.com.
- The Coaching Centre (2005), *Indaba: Coaching Across Cultures*, conference held on 8-10 April at The Learning Centre, Bergvliet, Cape Town.
- Thomas, B. and J. Forman (2005a), *Introduction to the Business Allocation of Wilber's Integral Psychograph*, Integral Institute, www.integralseminars.com.
- Thomas, B. and J. Forman (2005b), "Change", *Integral Leadership Programme*, Dallas, TX: The Stagen Leadership Institute.
- Thomas, B. and J. Forman (2005c), "Teamwork", *Integral Leadership Programme*, Dallas, TX: The Stagen Leadership Institute.
- Thomas, B. and J. Forman (2005d), "Tapping Potential", *Integral Leadership Programme*, Dallas, TX: The Stagen Leadership Institute.
- Thomas, B. and J. Forman (2005e), "Human Performance", *Integral Leadership Programme*, Dallas, TX: The Stagen Leadership Institute.

Appendices

Appendix 1

Phase One: Client 2 - Review After Six 2-hour Sessions

- *What has coaching done for me:*
What I am aware of -
 - over committing - self and team;
 - learning to stand my ground;
 - learn not defend my views and actions (no “buts”);
 - need to learn time management techniques.
- *What I have learned:*
I learnt about personal constructs - there is a wide range of acceptable behaviour, what is important is how the other party interprets the behaviour.
- *What I have achieved:*
 - am dealing with issues immediately;
 - am slowly becoming able to say no when I can't make it;
 - am booking working time into my calendar so I can meet deliverables;
 - feel that I am more efficient at meetings - chaired the compliance meeting to finish exactly on time.
- *Need to achieve:*
 - make my efforts known;
 - make my improved communication efforts more consistent.
- *Happening differently:*
 - Some of the above, and to greater or lesser extents.
- *Different @ AMSA:*
 - Too soon to tell;
 - Sometimes feel that scheduling issues are better with Client 3 e.g. shifting of “Project X” / Tax deadlines.
- *What do I want to work on - Something involving my relationships with other people, as opposed to a personal area:*
 - Dealing with situations correctly - avoiding getting involved in the wrong debates/issues;

- Knowing when to debate an issue, or when to “lay down the law”;
 - Avoiding letting the debate go down paths I should avoid;
- The above are examples, and generally refer to the softer subjects - not the technical ones, where I feel I am making progress.

Appendix 2

Grid

Lines of Intelligence and levels: Cognitive Intelligence: the ability to learn, analyse and interpret	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: Able to take direction										
Level 2: Able to understand direction										
Level 3: Able to give direction										
Level 4: Able to form and present strong opinion										
Level 5: Able to engage in multiple opinions from a principled stand										
Emotional Intelligence: Introspective ability and self-reflection	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: At the mercy of emotions										
Level 2: Capable of self control										
Level 3: Able to accept and incorporate feedback										
Level 4: Able to use emotional responses as data points										
Level 5: able to act as a container for the emotional development of others										
Interpersonal (relational) Intelligence: <i>interacting effectively with others</i>	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: Socially unaware										
Level 2: Able to give constructive feedback										
Level 3: Able to adapt communication										
Level 4: Capable of multiple forms of communication										
Level 5: Able to orchestrate communications										

Moral (Ethical) Intelligence: Ability to act for the benefit of the whole	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: Able to obey the rules										
Level 2: Able to be fair										
Level 3: Able to maintain in-group expectations, relationships and conformity										
Level 4: Able to maintain the social system										
Level 5: Able to maintain the social contract through individual rights and standards.										
Spiritual Intelligence (Wisdom): Learning from, exploring and utilising sources of meaning, purpose and wisdom	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: Low sense of purpose; able to manipulate data for own use										
Level 2: Able to assimilate and interpret data										
Level 3: Able to integrate information into coherent knowledge										
Level 4: Able to purposefully assimilate multiple disciplines										
Level 5: Able to engage in multiple forms of learning and meaning										
Physical Intelligence (Wellness): bringing bodily awareness to work-life balance	MD	1	2	3	4	1.1	2.1	2.2	4.1	2.2.1
Level 1: Physically unaware										
Level 2: Capable of self-regulation										
Level 3: Able to monitor energy										
Level 4: Able to influence physical health and somatic awareness										
Level 5: Able to utilise somatic awareness in the service of self and others										

Appendix 3

Phase 1 Pre-Coaching Notes

How I see me, how others see me ...

Pre-coaching notes August 11-12 2003

Client 1 on self

1. Enjoy a challenge, don't enjoy doing someone else's creation.
2. Believe in great opportunities for this company.
3. Like being kept on my toes.
4. What I find difficult is relying on others to deliver, and continuously negotiating their involvement. I get frustrated with problems coming from outside my sphere.
5. I feel that investment services would prefer me and my team not to bother them.
6. Things could be easier if we all worked together towards a common goal, and knew our framework with agreed goals. This would be better than arguing about what should be done.
7. I get fed-up with negative criticism for its own sake.

Others' views

1. Client 1 is a good listener, unemotional. He has the courage to sail uncharted waters, the ability to sell ambitious goals to a team and to AMSA, and he has the tenacity to stay the course even in adversity.
2. His shadow side is a lack of success with bringing new business to the company and the quality of his output for the company. He is seen as not outgoing, unapproachable, cold, aloof and clinical.
3. He has been criticised for three bad appointments since 1999.
4. He needs to create a presence with clients in marketing and be seen to be at the forefront.
5. The MD believes Client 1 has the courage to take bold steps and the ability to be dispassionate, that he is sensitive and not at all unemotional, but that his staff would benefit from more emotional input from him. They would benefit from his opening up and showing feelings - he needs to share more, internalise less.
6. It is time to revisit the marketing model, there is a need to reset goals for delivery.
7. There is a perception that he needs to execute proper management in his teams but it is acknowledged that this is being worked on.
8. Perhaps Client 1 works well at a strategic level, but is not interested in detail.

Client 2 on self

1. I enjoy a range of challenging problems, strategic or technical, and enjoy finding solutions. I like to see progress.
2. What I finds difficult are people issues - chasing them, depending on them, conflicting demands - and the need to say 'no' more often.
3. I don't have enough teamwork or trust and I have a building sense of frustration.
4. I have the ability to make the right decision and am technically strong and can follow my own thoughts.
5. I am objective and I accept criticism.
6. My shadow side is that I am soft, I don't challenge what might need to be challenged, and my time management is poor.
7. I am not hard enough on staff.
8. I am criticised for accepting poor delivery.
9. He always looks for common ground for consensus, therefore is criticised for his slow delivery as a result.

Client 2 - MD' and executive colleagues' views

1. Other people think that Client 2 needs to work on a new paradigm with **results** at the top of his list, regardless of what others want - in other words, *No More Mr Nice Guy*.
2. Client 2 tries to rationalise everything, especially negative feedback.
3. Client 2 should be more objective with his people and more focused on the job.
4. Client 2 needs to manage his area including his staff and not allow the staff to manage him.
5. Client 2 is reactive and not proactive, particularly with Compliance and IT. His time management is problematic – Capital Gains Tax project cited as an example.
6. Makes too many excuses.
7. Client 2 does not attend to requests and he does not execute his work on time.
8. He was asked the question "If you were outsourced, would we use you again?"
9. Client 2 needs to point out when he does not get proper project specs from others.

Client 3 on self

1. I like to be empowered to make my own decisions. I like to make the right decisions.
2. I enjoy the diversity of my job and the interaction with people. I like to help them to become better people if I can.
3. I like to organise my own job and priorities, like working from home. I am technically competent. I like making decisions, likes group demands.

4. I believe in perfectionism, I am decisive, even on insufficient information. I like principles and rules. I believe in active management. I am a good listener and am goal oriented.
5. I would like to see more co-operation between investment and support sections.
6. What I find difficult is the lack of support and depending on others, petty problems and frustration with delegation upwards.
7. I want to get people to find the solutions and not pass the problem upwards.
8. I think open-plan offices make the job more difficult because the lack of privacy.
9. I experience people working for me not having initiative.

Other people's perception of Client 3

1. Client 3 is seen as reliable and consistent in his interactions.
2. The MD thinks Client 3 has an excellent capacity for self analysis, and can modulate his behaviour to counteract his shadow side, but his fall-back position under stress is disempowering because he is over controlling and he centralises control.
3. A flaw is that he can call a crisis in other people's areas, for example, what Client 3 has done in Client 2's sector.
4. Other people believe that he should give more leeway to people.
5. He is a good coach outside rather than inside his own area.
6. He should be less prescriptive and let more happen from the floor.
7. The shadow side is that he is moody, autocratic.
8. He has sometimes been accused of favouritism and disempowering people.
9. The MD believes that Client 3 feels obliged always to have opinion, which gives him the impression of meddling in other people's affairs when it is not necessary.

Client 4 on self

1. Work is all about the future, not about the past. What I enjoy is the future.
2. I enjoy the social, economic and political impact of an interesting environment.
3. I believe that I do a very important job for the group that has a critical impact on share price performance.
4. I am interested in managing different people. I am a good people manager, especially with direct reports.
5. I believe I am fair to others and give opportunity.
6. I hear I am seen as keeping people in boxes, but I am prepared to give credit where credit is due.
7. I delegate and give people leeway in my view, and I am critical of lack of delivery.

8. I want to get good people into the organisation and get rid of the people that drag it down.
9. I believe that my work is more an art than a science and it is very exciting.
10. I am a doer, I bring about change and am decisive.
11. I have learnt to live to fight another day.
12. I don't like guidelines. The nature of investment is fluid.
13. I believe I can take criticism and think about it concerning making an improvement.
14. My difficulty is an ability to recruit good people.
15. I find petty issues an irritation.
16. I think that [this company] has moved to an entitlement culture, which annoys me.
17. I do not have enough time to do the things I really want to do. I believe that time management is a weakness. I can't get involved in all investment decisions.

Others' views

1. Others contradict Client 4's opinion that he is able to delegate.
2. There are questions about Client 4's self-assessment of being a good people manager. Client 4 needs to manage poor delivery, poor performers, not just those who develop well.
3. Client 4 could perhaps develop more of a leadership role, and accept people challenging him.
4. It is acknowledged that he does show trust for his colleagues.
5. Client 4 should give attention to other parts of the business, needs to be more involved in the whole business not just front office.
6. Client 4 should be specific about criticism and not insinuate.
7. Client 4 needs to work on understanding and perceptions of others. He has a limited ability to take criticism - he needs to accept other people's views and outcomes, especially when delegating.
8. Client 1 would like to be able to agree with Client 4 on what needs to be done from the business perspective and plan from that. He doesn't think there is enough consensus/agreement with Client 4. Client 4 should negotiate in clearer ways in order to relate better between marketing and investment services. Client 1 believes that Client 4's team is very quick to criticise and doesn't operate in relationship to the full company input.

The MD on Self

1. Has done a good job of putting AMSA on the road.
2. A good consensus builder although not decisive enough.
3. Technically competent.

4. Has been criticised for not getting involved in front office issues.
5. Interacts with people easily and enjoys a large constituency of support but has a naturally tendency to be introverted, which is perceived as weakness in leadership.
6. Enjoys the challenge of the job, the people involvement, the intellect and social skills.
7. Has the support of team and superiors.
8. Has credibility.
9. Is not discriminated against, enjoys problem solving.
10. Committed to empowerment.
11. Likes the power and that people value his opinion.
12. What he finds difficult: The lack of trust between the EXCO and staff - stressful.
13. Reflection: "My style is similar to the CEO. I let things develop rather than acting precipitately. People are not aware of what I know or what I might be doing about it. People think I am indecisive and they may be right. Perhaps I do not enjoy power enough and am not decisive enough."

Others' views

1. As the leader the MD should be more visible, needs to be actively seen as a leader. He should communicate more with staff, especially 'small fry' on the floor but not expect an emotional maturity not always available at these levels, they cannot always respond as the MD might expect.
2. He needs to informally reinforce his leadership, and he needs to get more recognition at senior level.
3. He does give support but needs to remind people of their goals more often, and he needs to put more emphasis on macro goals - concerning the macro goals he needs to be firmer, give clearer direction.
4. The MD needs to clarify the role of leadership in terms of top team.
5. Feels as if he is reluctant to take bold action, perhaps reluctant to take risks, therefore unable to resolve the mission of AMSA.
6. The MD perhaps allows tolerance to be taken too far - he should act decisively sooner.
7. Perhaps needs to pay attention to project management, to speedy delivery and accountability. (The methodology of project management is fine, but ownership needs more decisiveness.) Also needs to decide what is strategic versus what should be project managed.

Appendix 4

Feedback on Coaching

Please complete the following questionnaire – confidentiality concerning your identity and company will be observed and no comments used for publication without your permission. Your time is gratefully appreciated.

Respond to the following using the scale provided.

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree

- How valuable has the coaching been so far?

5 x 3 2 1

- How enjoyable has the coaching been so far?

x 4 3 2 1

- Do you find that the coaching is a good investment for you personally?

x 4 3 2 1

- Do you find that the coaching is a good investment for the organisation?

x 4 3 2 1

Respond to the following in narrative form

1. *What are your comments overall about the coaching process and sessions?*

Prior to the coaching it was not that important to me what other people thought, how they felt or behaved – if it was in line with my values (point of view) they were OK, if it was not in line, I was OK and they were not.

The coaching experience has made me aware of this and enabled me to obtain a better understanding of why individuals, colleagues and teams behave or react in a certain manner in any given situation.

Understanding is obtained by listening carefully to what people are saying and not what you “want to hear” and to ask probing questions to eliminate any ambiguity of misunderstandings.

In an one on one basis, I listen actively, show interest in what the individual is saying and asking probing question(s) to ensure better understanding, or to obtain clarity. I allow the individual to complete what they want to say before I respond.

Based on mutual understanding, we formulate responses, plans of action, selection of team members, etc. I also ask all individuals for their response and if they are of the opinion that the approach, solution, etc. will work. If not what are the alternatives. I believe that this has resulted in better “buy-in” and people now feel more part of the process – in other words accountable for the outcome.

This approach has lead to better understanding amongst team members, clearer goal setting, joint and individual accountability, as well as better interpersonal relationships amongst team members.

2. *Can you name the basic philosophy/values that underpinned the coaching process?*

I gained a much better understanding of my own behaviour and I am much more aware of my own assumptions, prejudices and values.

I try to understand where individuals are coming from, realising that they might have different assumptions, prejudices, backgrounds, cultures and values and that my point of view is not necessarily the only “correct” way - understanding diversity.

I have always been able to analyse my own behaviour based on feedback received and can modulate my behaviour accordingly. However, prior to the coaching, I think that I only modulated my behaviour if it was in line with my values and beliefs. The coaching has increased my peripheral vision and I am more aware of diversity and my own prejudices in “judging” others.

I also realised that I cannot change the world at my company on my own and that this was not expected from me. My approach now is to make people aware of issues or even my point of view, and then to “allow” those individuals to address these as they see fit. If they choose not to do anything about it I have also learnt to accept that.

3. *Can you remember any models or frameworks that were useful to you in your coaching journey? If so, briefly describe these and the reasons you found these useful.*

In meetings, I apply the Thinking Environment process and I have found it to be very successful:

- ✓ it allows everybody an opportunity to speak while the rest of the team listens;
- ✓ everybody speaks once before somebody is given a second opportunity;

- ✓ no interruptions, only questions to obtain clarity;
- ✓ limiting the time for each individual to speak, also enables effective meetings;
- ✓ people that are usually quiet now also contribute;
- ✓ individuals that “stole the limelight” are now managed properly;
- ✓ excellent ideas are generated – better listening.

Very aware of transactional analysis in communication as well as the model of I, We, outcomes and entity.

4. *Has the coaching been valuable to AMSA? If yes, please indicate specific benefits.*

Yes, the following is high on my agenda at the moment:

- ✓ mentoring individuals instead of controlling (over controlling);
- ✓ empower individuals to make decisions and accept responsibility;
- ✓ agree on a standard rather than “enforcing” perfectionist or rigid behaviour;
- ✓ give different points of view rather than negative criticism;
- ✓ become more “timid”.

5. *What has the coaching helped you achieve?*

See Above

6. *What have you learned as a result of the coaching?*

See Above

7. *What do you find most valuable and what do you like best about the coaching?*

See Above – I also liked the fact that I can confide in somebody - it does get very lonely in my job and it is nice to talk to somebody who understands me and the dynamics of my company.

8. *What do you find least valuable and what do you dislike about the coaching?*

Nothing – some days I did not feel like coaching due to work pressure (or my mood) but always found the sessions very helpful.

9. *How could the coaching be more effective?*

I think coaching can only be effective if the coach understands the business objectives / mission, as well as the culture of the organisation. This helps to put the coaching theory into

practice in a real situation i.e. on-the-job training and development. Dorrian, you did great in this aspect.

10. *How capable are you of coaching others?*

I am capable of coaching others and with the correct mentoring (coaching) I believe that I could be a good coach.

11. *What are the challenges you might have become aware of through coaching that you still face?*

Challenges that always remain are obtaining buy-in from all, effective communication, managing diversity and effective meetings management.

Appendix 5

Client 2.1: Feedback on Coaching

Date: June 2005

Respond to the following using the scale provided.

5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree

- *How valuable has the coaching been so far?*

5 4 3 2 1

- *How enjoyable has the coaching been so far?*

5 4 3 2 1

- *Do you find that the coaching is a good investment for you personally?*

5 4 3 2 1

- *Do you find that the coaching is a good investment for the organisation?*

5 4 3 2 1

Respond to the following in narrative form

- *What have you learned this year as a result of your executive coaching experience?*

I have learned that with the assistance of others (i.e. Coach – Dorrian and myself many results can be achieved, myself with perseverance and willingness and Dorrian with the skills)

- *How has the coaching been valuable to you? Please indicate specific benefits.*

The objectives that were put forward for the year was to change the critical mass perception about myself. This has been easily achieved and I am no longer viewed with the same degree of suspicion or lack of credibility as prior to coaching.

- *How has the coaching been valuable to <organisation's name>? Please indicate specific benefits.*

I believe that coaching has been invaluable to the company. Apart from the fact that they have been able to deploy me (without extra remuneration) into an area of the business as a head, I also managed to ensure that the transition with the one manager leaving had little or no impact on the performance and viability of the business. Prior to coaching the company would never have considered me for the position.

- *What objectives have you achieved this year? How has the coaching process helped?*

As mentioned above the objectives of changing the critical mass perception has been achieved, but over and above that additional objectives have been met. I have been able to step into a senior managerial role with empathy and insight and integrity through the various tasks that have been assigned to me. These were documented and returned to the coach.

- *To what extent have you reached the goals you set? How has the coaching process helped?*

I am proud to say that each goal I have set has largely been reached through the Personal Learning contract. The only one that I have now and I have begun on it is to embark on the Thinking partnership and the positive philosophy. I am currently in the process of managing and trying to achieve the 10 components of the thinking environment namely: Listening, quality of attention, Encouragement, Diversity, Feelings Information, Ease, Incisive Questions, and the physical environment/place.

- *What are the challenges you still face or have begun to face?*

I still need to learn to appreciate myself and others and to affirm myself. I need to face up to the challenge of achieving a thinking environment, and to pass the skills of this process on to all.

- *What is your overall feedback regarding the coaching process?*

I have mostly received compliments from the people around me not necessarily in relation to the coaching process but about the manner in which I am conducting myself and the business.

- *What is your feedback to your executive coach?*

The feedback from my coach has been extremely encouraging and has been challenging for me to move forward constantly.

- *How capable are you of coaching others?*

That would be an objective going forward, and I hope to some extent that I am doing this even if it is by means of setting the standards and making it possible for others to do the same.

Appendix 6

**Transcription 14/10/2004:
Conversation between Dorrian Aiken (DA) and Client (M)**

- DA: Last time ...
- MM: Mmm ...
- DA: ... you felt chuffed with your self, you were on top of things.
- MM: Yes, because I have re-asserted myself with AM and my authority with him about the way they were trying to change some things ...
- DA: And R W has affirmed your role ...
- MM: Yes.
- DA: And you didn't personalise the way you worked in the way E does to you, and you finally found support.
- MM: Yes.
- DA: And you felt strong.
- MM: Mmm.
- DA: So what happened, what made you throw your toys out the cot?
- MM: That day after I been here, I think it was that day, E stormed into A's office, dragged him into the bubble room, and started screaming at the top of his voice that he would have fired me years ago.
- [Pause]
- And he was just demanding of A, I mean he was so loud that I mean I couldn't fail to hear. I was sitting right next door to the office.
- DA: Mmm.
- MM: And he was demanding what A was going to do about me. And I felt completely threatened because I know that when A gets confronted he hasn't been able to deal with the situation. And as I said he was being so loud Dorrian that I couldn't help hearing him screaming that he would have fired me years ago. If it had been up to him he would have fired me years ago.
- DA: Ja. And how did that make you feel about that?
- MM: I made me feel incredibly vulnerable. And on top of that what happened was not only did he scream that stuff but then he stormed out of there because A obviously didn't give him satisfactory answers. A doesn't give you answers when you talk to him ... stormed out of there, went back to his office. And I then heard the next day ... it was a series of events that happened that are strung together and I just got all wrong

answers in the end. It was my sister-in-law's birthday and one of the guys from Building no. 6 was there ...

DA: Ja.

MM: And I was talking to him and he said, "Ja, no", he had seen E with G (IR officer), he had seen E and G B ...

... then I thought that E had gone with R to G B and now he was going to go for me. So I immediately went home and I had a book and I just wrote all the stuff that I believe to been happening to me since he'd been here, in, like, I was going to lay umm ... umm ... [pause]

DA: mmm ... constructive dismissal?

MM: No, I was going to say that I was actually being victimised and ... and harassed. So I wrote this whole, um, 30 or 38 page document - which was very therapeutic for me, I might add.

DA: Mmm positively.

MM: Because after that I just, actually squashed the idea. But I gave it to Alison to read as well so because it was emotional that I needed some perspective on it. ... And then she said to me, look you are being obsessive. So I said, "Okay will you remind me of that every time that I do this?". And she said, "Ja", and it's actually been quite helpful.

DA: Ja.

MM: Because it alerts me when I'm getting into that headspace. And, but I ... not feeling, I'm not feeling like, I don't feel like I have that I have all that, because I know that I had added $1 + 1 + 1$ and came up with 20.

DA: Yes.

MM: When in actual fact it should have come added up to 3.

DA: I want to go there with you.

MM: Why I get $1 + 1 + 1 = 20$?

DA: Ja.

MM: Okay, cool. Let's go there.

DA: We talked last time ...

MM: Umm.

DA: ... we talked about who's got the power - in formal terms. And what happens to you in relation to that ...

MM: Mmm.

DA: Okay. And would you accept that in a peculiar way you and E are two sides of the same coin?

MM: I could be in no doubt about that.

- DA: The similarity is the level of control you both seek in different ways.
- MM: Mmm.
- DA: It's easy to see how he is controlling. But its not easy for you to see how you ...
- MM: I ...
- DA: Ja.
- MM: Worse than him?
- DA: It's not a case of ...
- MM: No, it's a ...
- DA: It's a case of saying that what, um, it is as urgent for you in a way to get things seen through your lens as it is for him.
- MM: No, that I know.
- DA: Ja.
- MM: No, that I know. With him that is the case.
- DA: If E goes and screams at A about you, okay – isn't it his stuff, not yours?
- MM: I still pick that one up.
- DA: Ja. And it's so hard for you because in formal terms you've got less power than him so your anxiety is immediately saying "we've been there before".
- MM: Umm.
- DA: ... he can use his power - he can try to get you punished, removed, damaged in some way.
- MM: He said that he wanted to do that any way it.
- DA: He's said that and other people have heard him say that. Let's think about what could work in your favour. You're job-focused, you have commitment. You shoot yourself in the foot because your behaviour around your commitment leads people to focus more on the so-called inappropriate behaviours and miss your real achievements. Miss the real value of your being here.
- MM: Mmm in agreement
- DA: When we had your very first session we spoke about that.
- MM: Ja.
- DA: A would like to see you on a career path where you increase your management responsibilities. You'll never get there if you aren't able to be aware - to 'witness' yourself being there.
- MM: Mmm.
- DA: What is so valuable about you on the job, is treated as irrelevant when people focus on your behaviours. The power about that is in your hands.
- MM: Mmm.
- DA: What can you do about that, what do you choose to show of yourself here?

- MM: Mmm.
- DA: E cannot go around getting people fired because he does not like them.
- MM: I know. But, Dorrian, I want to tell you thing about this incident that I'm confused about. Obviously I'm disappointed in myself that things, that it went the way it did, that my paranoia got in the way and I actually followed that track again ...
- DA: Ja.
- MM: ... because I've been steering pretty clear of it for awhile.
- DA: Yes.
- MM: But my turnaround time turns at my own personal recovery and getting myself back on track - my own achievement around my turn around time was phenomenally fast.
- DA: So that's improving.
- MM: Absolutely. That's why I am not sad that I had the experience. I'm actually grateful that I had it. Same as I've had an experience with my daughter, with her father yesterday, and he was screaming at me last night and when I woke up this morning I just thanked God for the opportunity to be able to go there again, to have that exact experience and this time I knew how to deal with that.
- DA: Mmm.
- MM: So for me while on the one hand I'm disappointed that I actually still have that and I see it as a, it's a self-esteem issue, it's a chink in my armour ... I can't work it out but I just know that I do get sad when I think things are unfair or that there is no umm and it might have something to do with the fact that I went to boarding school whilst very young and there was no-one to protect you.
- ...
- Because I think that might be, and I was saying to AP after I wrote that stuff I said to AP "How old do you think I am?. When you read this how old does this sound to you, you know, what sort of age ... " And then, um, AP said "I don't know", and I said "You know what, I feel I am like seven".
- DA: Umm.
- MM: And that is when I went to boarding school.
- DA: Have you still got those, those notes that you ...
- MM: Ja, no, they are still at home.
- DA: Okay. What would you like to do with those? [pause] ... You can keep them as reminder and keep reflecting on it or you could have a lovely ceremony ...
- MM: Mmm.
- DA: With people you care about like AP or whatever and burn them ...
- MM: [laughs]
- DA: What you've said is so important - your own reflection - because that is healing.

- MM: Mmm.
- DA: If you are right about what you see coming through that writing, that it is at that age ...
- MM: I did not even know what is happening to me. I was dropped off and then my folks drove off. They hadn't even explained to me or I hadn't comprehended during the discussions that I was going to be left there.
- DA: Yes. And that was frightening?
- MM: Jish.
- DA: You can feel the feelings now?
- MM: I know because I just left my horse, my farm, everything, and got dumped in this place with this box that all had these new things. That was the whole excitement while I was on the farm was that I was getting all these new things, not realising that I was losing them.
- I've discussed it with my folks before. I know that hurts me and they've kind of like, you know, "Well, get over it, that is just your life, that's what you had to be, you had to go to boarding school".
- DA: You can say to yourself right now: what was that little girl facing that hurts you today?
- MM: Mmm.
- DA: What makes you weep now, what is the feeling that comes up? A feeling of ... what?
- MM: Ja, and I don't know, I just feel incredibly sad. Its just s deep, deep sadness. It's not even ..
- DA: What's the sadness for?
- MM: Mmm.
- [Long pause]
- Ja. I think that I just felt that I was just being left there. That was it, that was my life from that day forward I was kicked out. Ja. I'd been kicked out, kicked out of the nest.
- DA: So, and, and you truly had no power in those days?
- MM: Mmm. I didn't.
- DA: Is it true now?
- MM: No.
- DA: 'Cause, I mean, E is trying to kick you out.
- MM: It's not true. I mean it's not true that I've got no power.
- DA: So what are you assuming that gives E power to hurt you?
- MM: [Pause] That he can.
- [Long pause]

- DA: Say more.
- MM: No, that people listen to him, not me.
- DA: Ja.
- MM: And because of him other people I thought were friends of mine became enemies.
- DA: Mmm.
- MM: And actually didn't speak to me, and I couldn't understand why they never did give me my chance to tell my story there. But anyway I don't even care anymore about telling my story there.
- DA: What needs to change for you?
- MM: Dorrian, you don't know how many times I thought about this. God obviously wants me to finish this lesson.
- DA: Yes.
- MM: I ... He definitely wants me to finish this lesson.
- DA: Yes.
And E has been given to you as that gift.
- MM: Absolutely. He is here as my teacher and I'm the one that's saying no to the lesson.
- DA: Mmm.
- MM: I know. I know. I know.
... So I mean I know that, I know that I'm willing to let go of everything but the one thing that I'm not doing, is that I'm not noticing enough to actually assist me, because in true letting go I need to let go of what the lies are that I'm telling myself which make me behave a certain way and the actual fact and how to do with them in a balanced manner.
- DA: Ja.
- MM: I'm actually kicking in to that panicky child every time and I'm, so life is going to definitely present me with another opportunity and I've got a feeling it's soon. So I just need to be there as my adult side.
- DA: In order to heal that wound your 'child' needs to grow, and you're the only one that can let the child grow. And you've got to love that child.
- MM: I know ... I know ... I know.
- DA: Do you think you can set yourself tasks around "If I'm sitting in my worst situation and this man throws his toys out his cot about me and touches my buttons, how can I, what mechanism do I need to observe myself and my reactions before I act?"
- MM: Mmm.
- DA: Watch your fear rise, watch the child say nobody is going to help me and you know how bad this man is, he does this and he does that ... 'cause that's what the child does.
- MM: Mmm. In agreement.

- DA: It is the child that's powerless - and you need to say, is it true that I have no power now, today?
- MM: Ja, I know.
- DA: 'Is this my stuff or his?'.
- MM: I can get the first part right about letting the fear rising ...
- DA: And the unfairness, the rage at the unfairness ...
- MM: I can get that. That kind of stuff I'm not out of touch with, but it's what happens to me when that comes up ... is that I actually shut my, my mind shuts down in that instance. It actually shuts down and the panic just takes over.
- DA: How can we get to that panic?
- MM: I don't know ...
- DA: Where else does this happen for you?
- MM: Oh. My kids. If I panic about them, aah, I do all my screaming, raving and ranting and then when I can see them just standing there like, then I can pull myself, then I pull myself in and say "Hang on there, a second", you know. "You are not being a grown up here, you are not behaving like the grown up and these kids need you to give them a decent answer". It's an instinctual, it's a, it's a knee jerk reaction from me.
- DA: And you can manage ... ?
- MM: I can hold myself together. I won't crash and burn.
- DA: Your worst situation is not being affirmed and your trigger for that is being treated unfairly.
- MM: Ummm. But I want to continue and I want to be able to deal with this in a more professional, want to deal with this in a more mature fashion. For me.
- DA: Well, you have two coaching tasks.
- MM: Ja.
- DA: One is to manage, um, the triggers, okay? But the other is to change your behaviour.
- MM: Yes, I know.
- DA: The actual way you engage. How you modulate your voice ...
- MM: But I have such good support for that, though.
- DA: Have you?
- MM: Excellent. AP and A are, I don't know, I mean I went into a meeting today and I was really agitated. I was so agitated that I was actually banging my hands on the table ... And AP said to me, why are you banging the table? Okay I didn't know I was banging the table. And I put my hands down and then she said to, and she just like and while someone was talking I was shaking my head and she said why are you shaking my head? I didn't even realise that my head was going. It wasn't like I was disagreeing with the guy I'm just thinking that God this can't be happening. And I'm

- like shaking my head thinking this can't happening and everybody else in the room and at the table is thinking that I'm saying I don't agree with you.
- DA: So what is happening there? If you're banging your hands on the table and you're shaking your head and you are unconscious of it ... ?
- MM: Mmm.
- DA: What snowball chance in hell have you of ever changing your behaviours?
- MM: Umm. I've got to wake up.
- [Pause]
- DA: So what's the payoff?
- MM: For me to do that?
- DA: Ja. Why should you not be conscious of shaking your head or banging your hands?
- MM: Because then I can get to have my say, at some point I can just get my word somehow, I can, I'm forcing my way in. I'm making a, I'm getting a way to get ready to say what, to say what I'm going to say. And I'm making sure that everyone knows that I've got this, there is something coming, and there is something coming. You can see the hands are going, the head's going, something coming out of there just now.
- DA: So ... Is that how you want to be?
- MM: No, that is not how I want to be. No, it's not how I want to be.
- DA: You've been working with raising your levels of consciousness for a long time and you've got a lot of support systems that you draw on, your spirituality, and your values. There's now, this last piece about connecting properly with the woundedness in you and how you have made that woundedness the centre of your universe.
- MM: Okay. When you say that I've given the woundedness the centre of my universe ...
- DA: You haven't consciously done that perhaps, but you've just described all the behaviours that you say you do unconsciously at the time. Somebody else has to point out that you are banging your hand or shaking your head and you are not aware ...
- MM: Mmm.
- DA: And that's in one sense an extremely healthy reaction to a little girl that felt powerless and unimportant.
- MM: Mmm.
- DA: Like – "I've lost everything, I'm in a strange place and when do I go home".
- MM: Mmm.
- DA: But it's not true of your situation now.
- MM: No. It's not, I'm in a professional environment and need to be aware of that.
- DA: It's more than that. It's a respect and equality you want for yourself that you are prepared to give to everybody else whether or not you agree with them intellectually or not.

- MM: Mmm. And they are entitled to that.
- DA: Ja. Well, they're entitled to what you are entitled to.
- MM: Ja, but its very disrespectful when somebody is saying something, to be sitting there, even if I am agreeing with them but the message they are getting is that I am not agreeing with them when I am agreeing with it but I'm shaking my head. It's ... for me it is also disconcerting for the guy who was sitting there and who had been through the incident and we were basically talking about what had unfolded and he was also feeling, well, why was she shaking her head, you know. There are mixed messages that are going out and none of them very nice.
- DA: Ja.
- MM: And I ... and that would not be what I would intentionally want and that's why I said to AP, after that meeting I actually said to AP, you know, what did it look like - because I recognised that I was unconscious when I was shaking my head ...
- DA: Ja.
- MM: I wasn't disagreeing with what L was saying, I was actually shaking my head saying, "God, how could this have happened". And that was not what obviously you were seeing. She said no, it was not. Once she pointed, I mean and after that it was great because she pointed it out to me, she pointed to me where my hands were tapping the table, and then I kind of slouched in the chair ...
- DA: Body language ...
- MM: She said to me, "Please won't you sit up straight?". She ... I did that. But that was fine because those three things helped me be aware that I was actually not functioning properly. And I realised why I was not functioning properly.
- DA: Why was that?
- MM: Because I was going to attack Morris.
- DA: Why?
- MM: Because I needed to have it said that, the attitude was coming out during our crisis, his attitude was basically there is no crises - and that had led to an even bigger crisis, because instead of it taking up one day to fix, it took us that whole day, one weekend and two extra days. Everybody associated with that process was now labelled, blamed, named and shamed and it was absolutely unnecessary if ...
- DA: Say more ... ?
- MM: When we got to Monday and the promises that had been made failed to be delivered than I started to get panicky and I went to go to speak to Anton and said "Well, this is not going well". And explained everything, but the problem is, Dorrian, inside of me okay, in my soul, I don't like, I don't find it easy to turn around to Morris, it should have been easy, like I am talking to you now, it should have been easiest thing to say to him, Morris I wasn't happy with the way the whole series of events unfolded. And

these are the consequences of those events and you can learn from them but this and this is how we should be escalating it in the future. And these are the solutions.

DA: Why couldn't you say that? That makes such sense to me.

MM: Yes, in my rational mind, but when I am thinking there that I am going to have to say to this man, I don't like what you did, I don't like the steps that we followed, and I don't think that the attitude that was on the floor, the people were seeing was we don't care and it gonna be not in their time but in our time. I couldn't put it across without ...

DA: Without ... Emotion?

MM: No, no, not emotion. I felt guilty about the fact that I was going to say those things to him because I was going actually going ...

DA: Mmmm?

MM: ... because I was actually going to say those things to him in front of his boss and his other boss and an outside consultant. And I felt guilty because I wouldn't like to feel that about myself.

DA: Okay. Umm ...

MM: And so I kind of came out more aggressively than I intended but my guilt was fuelling that.

DA: So if you were ...

MM: My guilt was that he might take it that I was trying to be nasty to him. Ja.

DA: If you were to rerun that and play it again: You are all sitting there having the same meeting about the same things all over again.

MM: Mmm.

DA: Do you think you could take your feeling of guilt or emotion out of it and just look at the functional side ... ?

MM: Yes.

DA: And because it doesn't matter if outsiders are there, or whoever, because if you are not personally attacking the person?

MM: Mmm.

DA: If you are saying "it just so happened that, Morris, you were responsible for this that day, and I think it could be done like x and y. Looking forward to the next time". So you are not really doing a hatchet job.

MM: Mmm.

DA: How could you rephrase that?

MM: I would think it would be helpful if we approached, if there was this kind of approach or that kind of approach where we actually had our eggs laid up all in front and we were actually approaching it from a what was, what's the best way to meet our clients ...

- DA: Ja.
- MM: ... needs. Rather than looking at what our limitations are like server capacity and time and stuff like that- which is what the issue was.
- DA: Ja. So you could find as a different way of tackling the same issues with him, understanding the limitations of his role but still placing him in a 'stretch' position like, if this happens again Morris, if I were to suggest something useful to you, you could do possibly try x or y.
- MM: Mmm - the panic attack was the fact that I felt like I was betraying him.
- DA: Okay this is very useful to know.
- MM: Because that really is how I thought ...
- DA: Ja.
- MM: ... from that space that I'm actually betraying colleague here.
- DA: And is it true?
- MM: No. No but it also needed to be said.
- DA: Yes.
- MM: It needed to. It needed to be pointed out that the kind of approach is not helpful for our meeting our SLA's. But I like him you see ... the thing is ... my problem is that I like the man ...
- DA: So? Whether you like or not ...
- MM: I know but what I'm saying is ... we eventually thrashed it all out and said okay this is going to work ... But unfortunately I was dysfunctional at the start of it ...
- DA: Yes.
- MM: Ja. And that, that, I almost feel like going to say to Morris and saying sorry I was so urrh because the thing is that I felt guilty about the fact that I was actually going to lay ...
- DA: Mmm ...
- MM: ... lay the facts on the table ...
- DA: So who are you really looking after?
- MM: When? Oh when I went and behaved dysfunctionally? Me.
- DA: Mmm. You want everybody to ...
- MM: I didn't want anyone to ... I want everyone else to think I am a nice person ...
- DA: And does it really matter if people think badly of you if you know, as R W did, that you are doing a good job? ... What has mattered for you is that you get that acknowledgement, okay. So how can you put the team issue on the table without involving, without feeling guilty?

- MM: But you see the thing is, the interesting thing is, Dorrian, that I used to put the issues on the table without any guilt, about anybody, you know, and then slowly I've kind of like lost my knowing how to raise issues ...
- DA: Mm? How did that happen?
- MM: ... I've lost my ... I've lost my map on that.
- DA: Mmm.
- MM: Because in the beginning to put everything on the table was straight forward – this, that, and with no agenda whatever - it was just “that’s it”.
- DA: Ja.
- MM: And like now everyone has said to me - and this has been going on for ages - people are saying: it's not the issues that are raised, it's the way you raising them. It's not the issues you're raising, it's the way you raise it. So I've kind of like moved away from trusting myself, moved away, moved away, and now I'm, I'm almost in primitive mode about how to raise my issues.
- DA: So what are you saying? Are you saying that at the beginning you raised issues in a way that cause this reaction?
- MM: No, no, no. What I'm saying is that I've actually been forced back into almost like my most childish state now.
- DA: I think that ... that you can see that differently if you look.
- MM: But I am happy that it is there because now I can actually heal whatever that is.
- DA: You are . you are being forced to bringing it into consciousness.
- MM: Mmm. Okay now I'm raising issues like a child.
- DA: And people keep telling you, and it's true, that you are hurting yourself by the way you raise and not what you raise.
- MM: Mmm.
- DA: Okay. So if people tell you that and now you are getting very self conscious about raising issues, what's happening? And that's the level of maturity, of consciousness, that you need to raise now.
- MM: Mmm.
- DA: So if AP isn't at a meeting and isn't saying to you, “you're shaking your head, you're banging your hands on the table ...”
- MM: It would depend on me ... sigh ... Well. I'm on my last stage anyway, spiritually speaking ... but it is important to me that I walk harmlessly on this earth ... for me ... for me from the spiritual side of myself, I don't want to harm others.
- DA: Alright.
- MM: And harming others is for me harbouring bad thoughts about them ... saying things that where I previously thought I was straight forward I actually recognise that my straight forwardness can cause a lot of ...

- DA: Hurt.
- MM: ... hurt. Ja. And ... and anxiety and all sorts of horrible emotions.
- DA: I so share that with you because there've been ... places in my life where I have thought you know, "I'm just going to give it to them straight from the shoulder and that's what being ... having integrity is all about". And really, all I was being, all I was doing, was um firstly being quite rude and inconsiderate ...
- MM: [laughs]
- DA: ... um ... and secondly totally devaluing, not even being considerate with somebody else's viewpoint. If it wasn't mine, they weren't entitled to it. It must be a load of old rubbish! So you know - and I thought I was standing in my integrity ...
- MM: Yes.
- DA: ... and it took quite a lot of hard knocks for me to realise that people just saw me as quite confrontational and rude.
- MM: Mmm.
- DA: Integrity was the last thing they thought of when they thought of my having a disagreement with them.
- MM: And that's the realisation that I've made for myself as well. Is that my ... and that I don't .. I just call it straight forwardness but I mean integrity, straight forwardness for me is the same thing ...
- DA: Ja.
- MM: Because I know that I will stew over that thing for the next God knows how many weeks because I'll see it. I'll register an inner look on the face, or a collapsing of something in the human being and then I sit and think oh why, why, why did I say that, why did I do it.
- DA: You can't easily deal with aggression - why should anyone else?
- MM: I know.
- DA: Want to tell you something.
- MM: Mm hmm?
- DA: You might write down for yourself on a piece of paper ...
- MM: Have you got ... ?
- DA: Ja, take this. The difference between travesty and sacrifice, okay.
- MM: Mmm.
- DA: Travesty on the one side, sacrifice on the other.
- MM: Ja.
- DA: Do you believe that to grow in life and to go up a notch that sometimes you have to sacrifice something that you have, to get to something better?
- MM: Absolutely.

- DA: And that sacrifice often involves a kind of dying ...
- MM: Yes.
- DA: You do this, you die to one world. I know I'm doing this but I want to get something better.
- MM: Mmm. Agreement
- DA: That's sacrifice.
- MM: Yes.
- DA: Travesty ...
- MM: Yes.
- DA: . is when you continue to make relationships and use behaviours that trap you in your lowest form ...
- MM: [huge sigh]
- DA: ... of relating. So you need to make yourself a poster on your computer something you use as wallpaper on the difference between travesty and sacrifice.
- MM: Sacrifice definitely comes ...
- DA: Sacrifice ...
- MM: ... birth and then death ...
- DA: ... is opportunity to grow.
- MM: Yep.
- DA: To grow in consciousness. And to grow your spirituality and to go this last step is going to require sacrifice – of all the old ways that are not doing you any good.
- MM: Mmm. Absolutely.
- DA: And that's why, you know, why I said that those notes you wrote – that were cathartic – about E ... that could begin a sacrificial ceremony of what you are dying to and the gateway you are now moving through.
- MM: Ja. And I'm ... um ... I really like the idea of burning those papers because I've never read them again. I actually wrote them, and they meant a lot to me when I was writing them, and then when I had finished and I and sent a piece of it off to AP and she had given me the feedback that she gave me ...
- But you are right – I'm finished with that, I do want to burn them.
- DA: Or ... or something that represents it. A ceremony. Travesty is when you continue to damage yourself, travesty is when you do that - shake your head and people say, why is she drawing attention to herself.
- MM: Absolutely.
- DA: So I mean this situation at AMSA is actually offering you your best opportunities for ...

- MM: It has. It has. laughs Sometimes it's taken me a long time to get there but I have taken them.
- DA: Next time I see you, I've got a sheet, a template - I think I might have given to you? Have I ever given you a grid? A personal learning contract?
- MM: No.
- DA: Okay. The grid looks like this.
- MM: Mmm.
- DA: This is my purpose, okay. [Referring to Personal Learning Contract template]
- MM: Mmm. Hmm. In agreement.
- DA: Then what kind of, what's my real purpose? So let's say, I say here, I need to learn to drive. I want to learn to drive, that's my purpose. What's the real purpose? My underlying purpose is that I need to be independent.
- MM: Mmm. Mmm.
- DA: Driving is terribly important for me to get to my real purpose here. What's the difference between the two? My purpose and my underlying purpose? What's the difference? This is an action – I learn to drive - to meet that state - independence. To a better state, okay?
- MM: Okay. Cool.
- DA: And then so what are my actions, what I'm going to do. What I actually do – what is the difference. And then it's how to assess that.
- And you use this sheet - you fill it in - here you put, this is my task for the next week, and it helps you to reflect. You can record your tasks on paper and say okay that is what I did, that's what I think about what I did. And because you've got it down on paper you can monitor where you are committing travesties or making useful sacrifices and gains.
- MM: Okay, cool.
- DA: And ... and ... and grow your reflections week by week. And you can say, you know, I am really pleased with myself I moved on this one. Or I've got my sheets and I'm not going anywhere. You actually map your progress.
- MM: Excellent. How do we get to my real purpose?
- DA: That's where I help you. You say "I need to do this" and we get to what your real purpose is.
- MM: Okay.
- DA: Your underlying purpose - because that is where your true reflection lies.
- MM: Okay.
- DA: You deserve to be rewarded for the life you've lived and the wisdom you've gained. You won't get that until you change those behaviours.
- MM: Absolutely.

- DA: And that is the difference again between coaching and therapy. While there are very close relationships between the two, coaching is an outcomes-based, in this real world, on the job.
- DA: My recommendation is to have a short intervention where we set goals around what behaviours need to change and how that would help you on your career path, moving into ... if you were to get an increase in salary or raise your job level – what would you need to do differently.
- MM: Okay – cool.
- [Long pause]
- DA: How do you feel now?
- MM: Well, I feel very excited. I mean I'm not - wouldn't say I feel really excited, that's not really true. I feel grounded and I feel that is something that I would like to achieve myself ...
- DA: And in what ways have your conversations with me before helped you? That you are able to be conscious of and aware of? Because that we can build on ...
- MM: They have.
- DA: ... you must be quite open ...
- MM: No, no, no, they have. There's a lot that you've said to me and the things I've absorbed, I mean absorb it into me and then I keep it with me and then I actually build myself up with it. I would have to really ... I can't say that I have ever come out of these sessions, that I have ever gone backwards apart from what happened with the last session which had nothing to do with my session with you. It was actually the circumstances that were out there.
- DA: I know. Remember I said to you I think something big is going to happen now?
- MM: I know but how did you know?
- DA: Because of your dynamics and of E's dynamics.
- MM: It was just like ... it's was like you had ...
- DA: Said to you to be careful ...
- MM: ... a magic looking glass. You did. You did say. But I was kind of looking for something ... I think where I got shocked I was kind of waiting for the obvious, you know.
- DA: Ja.
- MM: I wasn't expecting a little covert operation and that's what floored me. And then everything - because I had missed it, the overt, what I thought was going to be an overt attack and it was covert and then I went into, I could take the conspiracy theory to it's ultimate ...
- DA: But you need to know, as you probably do, that you have been under discussion ...
- MM: Mmm.

- DA: ... that you know there is a concern about the level of aggression and the way which this keeps rising to the surface. To the extent it has been discussed at EXCO, it has been discussed between A and PM, between E, A and PM, and between E and PM. You know it's just too prominent.
- MM: Mmm.
- DA: You can't afford always being the um person whose triggering the distress, okay.
- MM: Mmm.
- DA: And you stand a chance of being labelled as that person if your behaviour doesn't match what your actual commitment and real value to the business does. And that's where E can set you up because you play into it.
- MM: Mmm.
- DA: Then other people who can't manage your energy will say, yes I also can't handle her. You see what I am saying? And E has got the power – he could use his positional power – not because he thinks he is doing anything dishonest but because he thinks he is right.
- MM: Mmm.
- DA: He thinks he's right. What you have going for you is, when your conduct is professional, when your work ethic is professional, when your output is in line with your job description, someone can hate you but they can't fire you. But when other people here also say, "look, the conflict is getting disruptive to us. We are anxious about having a meeting. We are anxious about what happens if we side with one or the other, it's causing a human problem about getting the job done ... "
- MM: Mm.
- DA: Then you've got to stop and think and say, hang on a moment, where am I playing a role in setting myself up?
- MM: Mmm.
- DA: I am not telling you anything you don't know.
- MM: Mmm mm.
- DA: I'd like to show you another model. I think I might have shown it to you before ... You know the truth and truthfulness one ... ?
- MM: Umm.
- DA: If a person lives in this world ... [draws]
- MM: Mmm.
- DA: They do not know that this other world here exists. They ... "I'm in this world here" and if these people here tell them, "Do you know that there are homosexuals in this life?" These people here who don't know that say "You are one sick puppy!"
- MM: [laughs]

- DA: 'How can you think that and say that about other human beings – you need a therapist. There is no such thing!'
- MM: [laughs]
- DA: Okay - because their world cannot entertain other realities different from those they have met before. When the person that has been living in this world here moves on and learns new things about life and is now in this other world, they tend to reject and despise people from the world they have just left. It's like a child who discovers that there is not a tooth fairy and there is no Father Xmas. And their younger brothers and sisters still believe in them, so they despise them. They were there just last year. Now they think that is just ridiculous.
- MM: [Giggles]
- DA: Okay. That is exactly what is happening here. So you've got people who are at different levels of consciousness in this building, okay. Someone operating at this level of consciousness is at this level in the hierarchy of positionality in the business. So they can't see any wisdom here – they just think that's insane. Senior managers like A who allows people on his team to ...
- MM: Make their own mistakes and ...
- DA: ... and don't have dress codes, etc. As far as inhabitants of this world here go, it's just a recipe for disaster! So they see no value in that - none at all. And that is where you have the problem between E and A and you. Because E is occupying a paradigm that doesn't even know that these worlds even exist. The glimpses that he has of them, he just says "that's chaos, that's trouble, that's just what I don't want to do. You don't go there".
- And unfortunately you are mostly closer to that world.
- MM: Definitely.
- DA: So you know that E is operating from his own values, his own worldview. Somehow you need to overcome the fear of that seven year old child, that is that there is all for you. Because there are many other people who live in that world too.
- MM: Ja.
- DA: So what you don't have in positional power you have to make up for in other ways, other relationships. The power of your person, power of your friendships, and the way you conduct yourself.
- MM: Mmm.
- DA: How much you are prepared to get out of this world in order to ensure that you survive in this other world? That's the sacrifice I am talking about.
- MM: Oh, if it's to protect that world I am sure I have got no problems but I don't see it as that. I am stuck somewhere between the two worlds. [Laughs]

- DA: You need to consolidate your power differently. That's your spiritual journey. If you want to add value and leave your footprint on this earth when you die this is the world you want to come into here.
- MM: Absolutely. And I want to tell you something, I don't know if I am doing the right work for me. I may be good at what I do but I don't know if I am doing the right work. I really believe that I should be more involved in creating, in reality, in creating that world.
- DA: Then you want to do that. Get this right and then you will be in a position to do that. This is your testing ground then you will know. That's your goal in life. That's why you keep getting shoved into this situation. You can't go there until you get this right.
- MM: True.
- DA: You are getting there. You are getting there.
- MM: A quick turnaround now. Quick recognition, Quick understanding of what I did, how I did, what I am doing. I'm very happy with that part of myself.
- DA: Reflection.
- MM: Ja. And I am starting to get, I am actually starting to hold my mouth believe it or not, Dorrian. Yesterday I could have said things that would have been so not okay ...
- DA: Write them down.
- MM: I just held them. I did do a little dance though.
- DA: Just write them down and then you tear them up.
- MM: I did do a little dance in A's office when ... I didn't say anything and then I went back to my office. [Laughs]
- DA: You see every time you feel like demonstrating to other people who you are and what you stand for, write it down before you go do it.
- MM: If I write it down then I probably won't want to do it anyway.
- DA: Your coaching task until I see you again is - apart from your commitment to your work and your office - the rest of you must be invisible.
- MM: Okay.
- DA: Nobody knows, for at least a fortnight, if you are a good or bad person. Because you are not telling them and you are not demonstrating it. You are staying conscious every moment of "who I am".
- MM: Shuh! Okay. That's a big challenge but I am sure I can meet it.
- DA: That's what coaching about – stretching.
- MM: Okay. Thanks Dorrian.
- DA: I am going to love you and leave you.
- MM: Thank you very much, and have a lovely day.

Appendix 7

**Transcription 26/10/2004:
Conversation between Dorrian Aiken (DA) and Mireille (MM)**

[Pleasantries exchanged ...]

DA: There are quite important things, Mireille, that you are waiting for from Anton and he is not coming back to you?

MM: Well, put it this way, not from a business perspective but from my perspective ... yes.

DA: So.

MM: It's financial so I have been having arguments with him about my salary and about how much I earn and all this. And he promised me that he would sort it out in September. September came and went – nothing happened. October has now come and gone and now we are meeting in November. And now we are meeting in November.

DA: So on the personal side for you as far as, you know, your relationship with Anton – um dealing with your employment issues, he's not getting to it.

MM: Yes. He doesn't do things along that ... I mean I ... he asked me to draw ... I mean we don't have um a contract of employment with him which is supposed to be part of what AMSA is supposed ... to have a Key Performance Area contract and all those sorts of good things that you are supposed to deliver at the end of the year on which you get measured. Anton hasn't done. So he said it's up to us. So I drafted my own . And that was seven months ago. He has never come back to me on that.

DA: Heavens. So what can we do now to get a result here?

MM: I don't know. I don't know. I'm ... I mean ... I don't know.

DA: So it's very frustrating ...

MM: And I hate ... and the thing is when I turn around and say to Anton, "This is not acceptable" then he gets all defensive and then goes, "Well, you know, wah, wah, wah" and then just makes me see ever redder.

MM: What does he say that makes you see red?

DA: Well, he will try to turn it around by sort of like saying, "Ja, but you know you took two months on this and when I asked you originally", and you know that kind of ...

DA: Okay.

MM: ... immature behaviour.

DA: Alright, so then what are you saying when he says something like that?

MM: I just ignore him and say, "Anton you have had the document for seven months. I'm not buying that". But I mean ...

- DA: Let's see how you can have a different conversation with a different result.
- MM: Sure.
- DA: Because he reacts defensively and you are getting frustrated and you are not getting the result you want.
- MM: Actually, this is so interesting, because this is happening in my personal life with my daughter as well, where I am not getting the result I want and I am having to think how I am doing things with her. Isn't that so weird? It's wonderful. All my challenges at once at one time.
- DA: So this is a task issue. We also need to, apart from this conversation, stop and see what you want to achieve from the coaching.
- MM: Yes, very much because I've been thinking about it ... the conversation ... it's actually been interesting how I got here. I was completely flabbergasted ... I think I had the same feeling as Philip. Anton tried to raise it with him in a most peculiar manner with him.
- DA: Raised your coaching?
- MM: Ja.
- DA: And you were there?
- MM: Ja. So was Philip and so was Alison and it was a highly inappropriate ... I mean I found the conversation completely inappropriate ...
- DA: Gosh.
- MM: And I think Philip found it inappropriate. He said as much to Anton. He said, "Well, why you raising the issue with me? And why are you raising it here?"
- DA: And what forum did Anton raise this ...?
- MM: We were in a meeting! And we had finished our meeting and Philip obviously looked like he wanted to sit around and have a bit of a chat. He wasn't in a rush to go away ...
- So general things came up and then Anton just raised this.
- DA: How did he say it?
- MM: I can't even remember ... basically he said something along the lines of, you know, um ... he wanted to put me into coaching with you and blah blah blah. You know Anton he doesn't ... for me he doesn't get to ... I can't listen because it gets so wide and I get too frustrated. I have to wait for him to get to his punch line.
- DA: Ja.
- MM: And then Philip said to him, why are you raising this with me?
- DA: Umm.
- MM: And he said, "well, because you said you didn't want the whole world descending on Dorrian". So he said, "no, I think you are doing it out of context". I was talking at the

- MANCO level and he didn't want the whole of MANCO coming ... you know, but that certainly it's up to individual managers to decide which people ...
- DA: Might benefit.
- MM: Yes. So that was just ... but there is a lot of stuff that I am finding odd about Anton at the moment so ...
- DA: So basically we're going to set up six sessions ... it may happen at the end of those six sessions that you've have had all you want. It may mean that you say we haven't finished this work yet we have to go further and then you have to open that up with Anton.
- MM: Mmm.
- DA: Or not as the case may be. We will review this as we go along and he will be informed in some agreed ways. What do you think his objectives are in wanting you to be coached?
- MM: Um ... to be quite honest with you I think Anton finds it difficult to manage me. I think ... he thinks ... not in his own personal one on one to me but everybody else's expectations about how Anton should be managing me. He doesn't want the hassle of actually meeting those expectations and I think that what he is hoping with the coaching that he knows I absorb information and that I am quite capable ... I'm very um I'm not married to myself and my own ideas, that I can metamorphose very quickly with the right kind of input and that he's kind of passing the buck to you in some sort of way. Because he wants certain things from me and he can't always get them out of me.
- DA: Who's the "everybody else" that is telling him to manage you. How do you know this?
- MM: Because he said, "I've done a great deal for you. When you first started here you were like this and that and everybody else was moaning about you". Everybody else is everybody else.
- DA: And he tells you that?
- MM: Yes.
- DA: Okay - and do you agree that he has done things for you? Are you are happy with that?
- MM: No. Not really.
- DA: And do you agree with some of the things that he says he has done?
- MM: No.
- DA: No?
- MM: No, not at all. I think Anton thinks ... I don't see myself any different to how I've been along. If other people find me more palatable now it's because ... well, like Jacques Simpson and I sat and we've head bashed.

- DA: Ja.
- MM: And at the end of the day ... I am no different. I know I am not.
- DA: Yes.
- MM: And the only difference is that I don't upset him when I talk loud or when I am excited or whatever.
- DA: Ja.
- MM: Jacques can handle it. He doesn't need for me to be this calm serene little individual that he likes to deal with.
- DA: Ja.
- MM: He can actually deal with me , loony tune and all, because he doesn't have ... he knows where I am coming from when I am coming from that space.
- DA: Okay, so ... Anton in your view might be dumping some of his responsibilities in managing you?
- MM: Yes.
- DA: Okay. What do you want?
- MM: Me. I recognise that there are certain ways that I do certain things that are very counter-productive for me.
- DA: Like what?
- MM: Like shooting from the hip and talking very outspokenly about things.
- DA: Ja.
- MM: I would like to moderate myself. I would like to be comfortable not necessarily winning the fight but actually understanding that the battle is the big prize.
- DA: So you want to moderate your behaviour. You want to come to a point not just feeling it's got to be you - "you die, I win".
- MM: Yes.
- DA: Okay. Right. So you want a win-win.
- MM: Yes, very much.
- DA: Okay, and that means you've got to rethink what you would consider satisfying for you. So something that you have not considered satisfying before you are going to have to rethink how you do it.
- MM: Yes.
- DA: One of them might be just what you walked in with right now – you want an answer from Anton, you don't confront him face to face, you send him emails, he doesn't answer them, you get frustrated. Okay.
- We are going to have to look at how you can restructure firstly getting to what you want and secondly changing your expectations around what is a win for you.
- MM: Yes, that's fine.

- DA: Okay, so what are some actions we can do? What's coming up that you really want to say, "Okay Dorrian, that's what I want to ... I've got to go and do this and I want to manage it differently".
- MM: Okay, well, I've got two things - just as a start, I've got my KPA and my salary.
- DA: Okay.
- MM: Okay. Those are two things plus I've got ... I'm happy with the way things ... well, look, I'm not unhappy with the way things are going work-wise in terms of ... no, actually, I am not happy with one other thing ... I'm not happy with how my management of Jennifer is going.
- DA: Right okay. Tell me about Jennifer.
- MM: Jennifer requires quite a lot of training. I don't have the capacity ... I don't have the capacity ... I've trained her quite a lot but I don't have the capacity to train her any further. I'm waiting for initiative to come from her side and it's not coming.
- DA: Okay. Uh, how long has Jennifer been with you now?
- MM: Well, she actually worked for Alison and then she got transferred to me. She's been with me for two years now.
- DA: And has she been on any training? What are her ... have you defined ... does she ... are you her direct report?
- MM: Yes. And she does have all her KPAs, and we have agreed what they are and we have got them all listed and what she is going for including all her training.
- DA: Okay, and how often is it revisited?
- MM: That is ... well ... I used to once a year and I don't think it's enough.
- DA: Not by a long chalk. Task: You cannot expect people to develop or take initiative if you just revisit what they have done once a year.
- MM: Okay. So okay what is my task?
- DA: Your task is ... well, firstly it's quarterly. Ja. You've got to do two formal KPAs with her, one being the yearly one ...
- MM: Actually I'm wrong - I do it twice, sorry.
- DA: Okay so that mid-one is already set and then you have to do interim KPAs and set them in her calendar and set them in yours. And they could be quarterly, they could be every two months depending what you think her needs are.
- MM: Lots.
- DA: And you need to then plot with me what you then expect her to achieve, by when and how. How did you have that conversation with her, how did she show you that she understood what you want and how is she making the effort to meet it.
- MM: Yep.
- DA: Okay - in your informal meetings with her, as well, the formal appraisals 'cause you want to be reaffirming the same things.

MM: Okay.

DA: I'm going to give you twelve good questions you could use – to have a positive conversation with her. In fact while I am here I could download it for you because I have my laptop with me today. Um How these questions work is ... What you want to do with her in the in the formal sessions with her is to go through the results that she is meant to achieve. Get her to tell you what she thinks she is doing well whether you agree or not, don't interrupt at this point, get her to tell you what she thinks she is not doing well. And for each of those areas which she should be meeting, if you find at the end of her narrative about what she thinks she has done well and what she thinks she hasn't done well, that there are gaps you would say to her "yes, I would like to compliment you on these things that have been done well" - because you always affirm from the positive first – "and", not *but*, "and I can see areas for improvement. And these are the areas". If you have mentioned them before please draw her attention to the fact that you have both discussed this area before and then set development expectations ... "So now I need to know from you. We are going to meet again in two months on this day at this time. What do you need from me to help you meet this objectives?"

So, your task, as a manager now, is that you need to start managing performance.

MM: Okay.

DA: Jenny can't take initiative if, firstly, she is not in the habit of thinking for herself and nobody has set down clear expectations. So you are asking for something that you value in her and you believe it exists - and she possibly doesn't even know what you want. So it's not that she's not giving it to you she might not even know what it is you want cause you haven't made it explicit. Does that make sense?

MM: Yep. Perfect.

DA: Okay. So each time you sit down with her you could go through these twelve questions. They are very simple and they are 'user-friendly'. They are things like: What do you think you are doing well? What do you think you could be improving on? How do you think I could be helping you? What training do you think you need? By when will you be able to meet this? How will I know that you have met it?

MM: Mmm.

DA: It doesn't let anybody off the hook. Neither of you.

MM: But that's good.

DA: Ja. You are asking her, please tell me, what I could be doing differently? What you might prefer me to do that I am not doing?

MM: Cool. This is very positive and I am very grateful for this. Thank you.

DA: Ja, no, you should have had this a long time ago really because if you are managing people you need a framework for managing them.

- MM: I've just been doing it by the seat of my pants and I'm really, really grateful for this.
- DA: It's – it really matters the way performance appraisals happen. You, especially when bonus is linked to it ...
- MM: But I always get her one.
- DA: You do?
- MM: Yes.
- DA: Okay.
- MM: Because she works really hard and she puts a lot of effort in and it's not always in my area - sometimes it's in marketing. But she's got a big AMSA hat on and I would like her to get rewarded for wearing it.
- DA: Great. And she knows that from you.
- MM: Yes she does.
- DA: That's brilliant. So all you need to do now is fill in the framework.
- MM: Ja. I'm excited about this because I can see that this is the conversation with her that I need to have.
- DA: Yes *laughs* You know how many ... I mean who does this for you?
- MM: No-one.
- DA: You mean you come to the end of the year and you get your performance appraisal and all you find out at that point is that you're rated against something that you can't even remember? Haven't co-created or agreed to with your manager?
- MM: It's useless and I complain about it all the time - and now I can see I've actually got a tool here. 'Cause I think that if Jenny gets this she'll fly. Because she flew in her first year with me because there was just so much potential to grow and then I ran out of tools - and here's a tool.
- DA: And this one you can revisit. It's one you pull out again and again.
- MM: And I will. I will schedule it so it is quarterly.
- DA: And it's in her diary.
- MM: Yes.
- DA: Ja. What else. In her job description the work that she is supposed to do, does she achieve her work?
- MM: Yes.
- DA: Does she achieve it at the level you want her to?
- MM: No.
- DA: Are there training gaps or is it a lack of awareness? Can it be training on the job or should there be some ...
- MM: I think it's called resentment.
- DA: Say more.

- MM: I think that the reason she is not achieving is because she, I'm not doing this part for her.
- DA: Yes so she is feeling not recognised or acknowledged.
- MM: No and she is feeling undervalued and she just feels you know why must she put the effort in ... Ja
- DA: Okay. So your challenge as manager - as one of your coaching tasks - is to get her to bring positive energy into the work place because you have engaged with her in the right way.
- MM: Yes. Brilliant. I like that, I like that. I feel very comfortable with that.
- DA: So. We've got Jennifer as a task that I will keep following up so over the next six sessions ...
- MM: Ja.
- DA: Between now and the end of February. When are you going to meet with her about this? Can you set up a time quite soon?
- MM: I am going to set up something – if I can get the 12 questions ...
- DA: I can wake up my computer now. I've got my USB stick ...
- MM: I can take it and print because I'll want to try and do this afternoon.
- DA: Brilliant.
- MM: So you want me to get her to bring positive energy into the workplace?
- DA: Ja, by engaging with her in such a way that she feels valued and she also knows explicitly what she should be doing and she understands in a humane and focused way what 'initiative' means. How's that sound?
- MM: Great.
- DA: So lovely working with you Mireille, you are so appreciative.
- MM: Well, thank you.
- DA: Ja.
- MM: Well, this is so exciting
- [Interchange too indistinct to hear – seems to be some interplay about the usefulness of what Dorrian brings to the company.]
- MM: No I tell you this is so exciting.
- DA: Thank you.
- [Saving 12 questions onto USB stick]
- DA: While I'm searching for this, I want to listen to you telling me a bit more about this salary issue. Lets get to grips with how you could approach Anton. Cause you want to have a positive result. And you need to have a win without alienating him and also standing your ground - that would be healthy and good for you if that gets the result ...

- MM: Yep.
- DA: So how are we going to do that?
- MM: It's been an ongoing issue with Anton and I – salary.
- DA: *re information on computer* Would you like this one as well? 'Solving performance problems'.
- MM: Yes, thank you.
- DA: It's just a short one ... When staff are not doing what you think they should be doing ... what is the discrepancy ... things that you can check through for yourself. So that might be useful.
- MM: Brilliant.
- You see, I made certain decisions when I started working again. Basically I took a huge knock in salary because I hadn't worked in six or seven years while I had my children so I didn't feel that I was worth what I was earning. I thought it was a bit of a cheek to come back and try to earn that kind of money. But I didn't realise how badly I had undersold myself because it was just a question of just three months and I was up and running again.
- DA: Ja. Ja, so you had the skills ...
- MM: Ja, but I so undersold myself that I was ... I really struggled to get back into, like, earning a decent salary and it's taken me ages to get to a reasonable salary level.
- DA: Okay.
- MM: And Anton was aware of it. I'd had discussions with him around it and he basically, I mean he had, he ... *lost words* I promise you with salary issues.
- DA: Really.
- MM: Ja. It's the same story. It's like pay them as little as you can until push comes to shove then ... but anyhow what happened was he did try to sort out my salary and I did get some very big whopping big salary increases but they were never, ever forthcoming unless I moaned.
- DA: Ja. But don't you think that's the business? The nature of the business?
- MM: I don't know because I got a shock because what happened was then Anton – Mbuso was leaving, Livinia was here for an interview - and Anton didn't have anybody to interview her with so he pulled me into the interview.
- DA: Ja.
- MM: And when he pulled me into the interview, her salary came up and I was sitting there - I was gobsmacked *laughs* around what she was going to earn.
- DA: And then?
- MM: And I said to him "This is absolutely ridiculous" and he said "Don't worry, I will sort you out. Now I have ammunition", he said, "now I have ammunition to sort you out". Meantime ... I am not even go into what I really thought when he said that. So I

said to him, fine. And that was September when he was supposed to sort me out, he didn't. October, he didn't and now we are heading for November and I want to make sure he sorts me out by the end of November.

DA: Ja.

MM: But I can already see - because basically if he is going to sort me out he has got to sort me out by the second week of November otherwise ... So instead of doing my usual and saying to him, Anton blah blah blah, I thought I would do it in a civilised manner and sent him a email. I said, Anton I just want to know how I am supposed to, my exact words were I'm raising the issue again about my salary and the promises you made me around it and I want to know how I must manage my expectations because I'm expecting a increase in November.

DA: So what did he say?

MM: He ignored it. Didn't respond. So I sent him another email to say, I haven't come to talk to you about this because it's better if I don't talk to you about it, I'm trying to do this in a different way, I'm trying not be in your face, I'm writing to you and I'm not going any responses.

DA: Is that what you've just told him now?

MM: No that's what I sent him in the second email. And again I didn't hear anything and then just now when I saw him, I said to Anton, I just want to raise that you haven't responded to my email ...

DA: Ja, and?

MM: And he kind of went ... I don't know what he heard because I think he was focusing on ...

DA: Okay that's what I want to point out to you. How do you know that you are going to get somebody to give you quality of attention? That's what I want to ask you. How do you know that Anton hasn't just had someone say to him something like, something devastating and his mind is completely shattered and preoccupied and then suddenly you jump up and you say, you don't give me replies to my emails. What quality of attention are you getting to get?

MM: Zero - but I am not used to that because normally what I do is pin Anton down and I speak to him face to face.

DA: Ja.

MM: And the minute I stop getting my quality of attention which is very easy to tell with Anton -

DA: Yes.

MM: - it's so simple, I know and I say, Anton, you are not listening to me and he knows that he is not listening. I can tell the minute he stops listening to me.

DA: So what are you going to do differently, do you think?

- MM: What - to get him to listen?
- DA: Ja.
- MM: Maybe look at what timing would suit him rather than what timing would suit me.
- DA: Absolutely. You need to choose your time - you need to make sure he is going to give you quality attention. So maybe you need to check with him to see what his diary is like ...
- MM: A formal appointment?
- DA: Ja.
- MM: Because I don't do a formal appointment.
- DA: Treat yourself as a 'formal' person – a person that needs to be taken seriously. Perhaps at the moment you come across like a demanding adolescent – “listen to me *now*”.
- MM: Mmm.
- DA: And you can't ask him to be respectful of you if you are not treating yourself with respect in the relationship. Does that make sense?
- MM: Absolutely. I'm not treating myself as though I am worth having a formal appointment - so I am doing all this ad hoc stuff and he can brush it off because it is annoying. It is irritating.
- DA: Ja, and it comes in the middle of everything else so it doesn't get its own special time and attention.
- MM: Makes perfect sense.
- DA: So you get a head start: you look for a space in his diary and you ask for your own special time.
- MM: Okay.
- DA: What would make that time really worthwhile?
- MM: You mean once I've got this –? To have all my ducks lined up about the issues I want to cover.
- DA: Okay - and how calmly you will cover them - and with what positive energy. Start off with something genuinely positive so you melt his resistance to hearing what you've got to say. That's the point.
- MM: That's very clever.
- DA: Well, people listen to you with an open heart when there is no need to be defensive. When you say something genuine like, “I would like to build on what's been good between us”. That's genuine and it's not compromising one's integrity. So you could start with a positive statement like that.
- MM: No absolutely.
- DA: Ja. Then what else, do you think?

- MM: First of all it's context, content, scenario, I mean doing the whole thing in proper format ...
- DA: You want to tell him exactly what you want to discuss: "This is what I want to talk to you about and this is what I would like to get to your view ..."
- MM: Oh - give him direction - where I want to see the result?
- DA: Ja. And these are the steps - you need to get him to willingly give you the opportunity to set out the context of how you see things, and then open it up to a dialogue. Try to put it all out there so he can see everything you're thinking and then ask him where he stands.
- MM: I am very bad with that though.
- DA: What are you bad at?
- MM: Okay I think I've got it. That I've got to do - I've got to tell him what the agenda is. I've got to tell him what I'm hoping for a result. I've got to give him an opportunity for me to paint the context for him on what I am saying and then I have to listen to what he has to say.
- DA: Right.
- MM: Because what is happening with Anton and I is I will start telling him something and before I am even halfway through my sentence, he is already giving me the solutions and telling me that this ... and then we end up having a barney.
- DA: No, you see ... one of the things he does - I'm not saying that he does this deliberately - he might, but he might also undisciplined in holding a line of thought. You said something interesting earlier. So you raise something with him and his response is: "but you were two months late". That's not the issue. Can you see that? If you want a response from him now, and he tells you "but you only submitted this now, instead of two months ago" – what's that got to do with you wanting his response *today*? So, you get hooked on his red herring and end up arguing about whether you should have got a response two months ago, when the real issue for you, is that you want a response today! "I am here now and I want to take it forward *now* with you".
- What happens is he puts something else in the way of where you're wanting to go. So you need to be able to hear this – you could try rehearsing this with me so that, if he tackles your thought onto a different track, you say, "Ja, okay, I would like to come to that, but not at this time - lets finish this discussion first".
- MM: Mmm.
- DA: So you bring him back to only one issue. And if he says, "yes, but this is important too", you could say, "it might be but can we just put that in the parking lot, we'll come back -but I want to finish this first". So you don't get off your point. Let's talk about one thing at a time.
- MM: Mmm. One issue at a time.

- DA: Ja. How's that?
- MM: Brilliant.
- DA: So how does that feel for you? Is that going to be hard? Is that going to be a challenge?
- MM: This is going to be great. It is going to be a challenge, there is no doubt about that.
- DA: What's going to be the challenge?
- MM: The challenge - when it's on the tip of my tongue - is not to walk into his office and say something then and there. The challenge is to go and get a clear thought in my head and say to myself, now okay make an appointment to discuss this issue with him. That's going to be the challenge.
- DA: Okay.
- MM: And the challenge is going to be when I've managed to make the appointment and I've got all my ducks in a row, my challenge is going to keep myself on my purpose, on what it is that I am there for and not allow myself to get hooked into other stuff which is not part of what I'm trying to discuss.
- DA: And do you need to note this, write this down - or will you remember that?
- MM: I know it. I can feel that in my heart.
- DA: Okay, it might be interesting to put in your notebook there - a couple of points on what you need to be aware of.
- MM: Challenges.
- DA: Ja.
- MM: You are absolutely right about that because all the issues I've raised, he always treats them with a pinch of salt because I haven't done it in a formal manner. I haven't treated it formally enough.
- DA: And be friendly and dignified. What might help you Mireille. Could you ... You see when one starts these new behaviours they go so against what one would like to do – get up and strangle the person across the table - that you often have to have some little - like - magic thing that you bring with you, so that when you look at it or touch it, it reminds you that – “I'm sitting in my dignity. I am doing something because I respect myself and I expect this man to respect me and I want a win-win out of this”. So you need something that triggers the new learning and it's your secret - you don't tell anybody here except maybe someone like Alison what that means to you.
- MM: I've got it! It's been sitting on my computer waiting for a job. It's a little stone, do you remember?
- DA: Yes now maybe you need to have a special ceremony to make that stone powerful enough in that way for you.
- MM: I will do that.
- DA: So it becomes your magic, 'cause your stone now going to be your spiritual guide.

- MM: Yes that's brilliant. I love these tangible sort of like not- of-this-world totems – I love them.
- DA: But you know not-of-this-world ...
- MM: Well, they *are* of this world, but other people wouldn't think of them of this world.
- DA: Yes. So lets see where you are going now. Just tell me what you've got so far from this session - from the beginning. Where you think this is working for you? What you've got here today?
- MM: Okay, what I've got first of all, I raised concerns around my management of Jenny and her development as a human being in this organisation because she has a lot to contribute. And I've been given a map to actually look at those issues which I think are underlining her performance and leaving her full of resentment. And I know she will be so easy to win over if I basically teach her in a humane way what initiative is and at the same time allow her to grow with herself because she's got the potential to do it. It's just we haven't being putting the effort in. And we've got some very healthy guidelines here and I love this thing about her bringing positive energy to work because we're engaging in such a way that she feels valued in her job. So that for me is going to be a win-win and that's going to be a brilliant win.
- DA: So that works for you.
- MM: Ja. So that's the one thing. The other thing is I think she deserves it. This is such a simple way to just say, hay we are a team, lets get our team chug chugging along and lets just go out there ... I don't want her to come to work and feel devalued everyday. I want her to feel this is like the best thing that could be happening to her.
- DA: Ja.
- MM: So that I'm really looking forward to doing and she and I have a nice relationship so I'm sure it won't be a difficult thing to ...
- DA: It can only go from strength. She can only work as well as she can think. And she can only think well when she has access to things that helps her to think better in a positive frame.
- MM: And I do know what her ... the one thing is that she talks a lot. She doesn't talk sense. She kind of ... that's my edge with her because what happens is when I hear it I just shut down. But I don't want ... that's down the line ...
- DA: That's for later ... we are going to get there.
- MM: This is much more immediate and tangible and a quick win for her and me right now I believe. And something we can work on with positive results going forward for years and years.
- With the other thing it's about the way I'm interacting with Anton and the kind of messages I'm giving him and the kind of messages I'm putting out about myself. They are not very formal and they are not very respectful and they need – to me – and

they need to be changed. They need to put into a space where they can be treated like real business issues and given the correct business reflection and action because they have been raised correctly. And that's going to be a stretch for me because I'm not all this calm and sort of like ... I am used to doing this jack-in-the-box sort of undisciplined jump up let's have a chat – I am used to that. And now it's to be pulling myself back from that. Going to have a ceremony with my stone to put all the magic in there so that when I am sitting there and holding it, it will just radiate through my hand. [Laughs]

DA: But now I have got other questions that will help you prepare for that meeting.

MM: Okay.

DA: You want to meet with Anton about your value, and you want that value expressed in terms of your salary. So you want your salary increased - does that mean a job grade increase, a level? or is it just salary in the band you are in?

MM: I would like a job upgrade but I feel there is a lot of developmental work going on within me – I don't feel comfortable going to ask for a job upgrade – I do feel comfortable to go and ask for a salary upgrade.

DA: Okay. So how would it be if you said just that. "I would love to be able to be in a position to ask for a job grade promotion but I know that I am not ready for it and I know you know I am not ready for it. I am working on it - part of my coaching task is to be ready for a job grade promotion. But I do feel ready to be rewarded for things that I do well now on my job in my present capacity." See, you are honest about an area of development, you show your vulnerability, and then you ask for a strength to be rewarded. Can you do that?

MM: Yes.

DA: You might like to rehearse this. Stand in front of a mirror that's called Anton.

MM: I'm going to. So I can acknowledge that I am not ready for a job upgrade but that is something I am working for but however I do believe that my current salary is not in line with my outputs at the moment. That I would like to see him about.

DA: And how do you know that your salary is not in line with your current outputs? Have you got anything you can draw on to back up your statement and can you put that clearly out there? Objectively?

MM: Yep.

DA: Great. Now let's take a worst case scenario. He says, no, none of this is really going to happen. I don't think you're worth it.

MM: But he's already told me he does think I am.

DA: Yes. Okay you are on a winner there. So that's another solid positive thing to draw on with Anton. "I'm glad you have acknowledged that I am ready for a salary increase. I need now to get closure on this with you, Anton. I need you to commit to what this

when this will happen.” And it mustn’t be just a “ho hum, I’ll think about this, lets have this conversation in the corridor tomorrow”. That’s why you booked a formal time with him - you want a formal response. And you don’t want to shout and fight, you want it to be done with dignity between you because the relationship deserves that.

MM: *laughs* Okey dokey that will be pushing it a tad.

DA: There must be some good between you..

MM: Ja, the relationship does deserve to have a more professional feel to it because I think the thing is that Anton and I definitely come - we’ve got basically a lot of, like, religious connection. And like he knows that I’ve been raised in a Jewish family even though I am not by faith Jewish, he knows that my mannerisms are very similar to probably most of the women he knows that are Jewish. So that kind of took us to - it does in the Jewish faith make people feel closer. But it also took us of out professional footing because it introduced elements that were not appropriate.

DA: Say more ...

MM: Not appropriate for our working environment. Fine if we are seeing each other on a social level outside of work but not okay in the working environment.

DA: So do you think you can retrieve that?

MM: Yes, very definitely.

DA: You owe it to yourself to do that.

MM: I am working on it.

DA: Now something else that I want to talk about with you. I brought you some documents today. The Wheel of Life. Coaching is about the whole person, coaching works from the premise that if you’ve got a problem at work you’ve probably got patterns that are reflected elsewhere. So it helps to know how you see your life at the moment. And a good sort of beginning is what’s your Wheel of Life look like. Can it roll smoothly or is it going to roll with a lot of clunking, okay? So you can cross out any of these words and put in something you prefer there. Some people separate “friends and family”, so they put in another spoke there. If you think of that point as nought and that point as ten then your best relationships should be close the edge of the wheel and the needier areas of your life would be closer to the centre of the wheel.

MM: Okay.

DA: We can reflect on that next time we meet. Now this sheet, this is very, very important. This sheet you fill in for every single coaching session and for every single task. So this is Jennifer’s task and this is how it works. Coaching is only useful when it helps you to reflect in such a way that you raise consciousness. So you reach a different level of being and doing – you move from A to B that makes you feel hey this is the way it’s supposed to be. So - put your name there, you put your date there - because

- you are going to give me a copy of this next time. In the first column: *What's my purpose?* What's your purpose with Jenny?
- MM: It's to encourage her towards understanding and being capable of using initiative and growing in her position and being happy in her position.
- DA: To grow Jenny in initiative and performance. That's your task. Fill it in here in this space - because you won't be able to complete it today but this is the start. So that's your purpose and you've got actions around what you are going to do - but what's *really* your purpose? Here, in this second column - What do you think is *the deeper purpose* - if you get that right what's going to be the real benefit to you?
- MM: We will both enjoy working together and we'll be creative rather than dysfunctional.
- DA: So it's going to make you an effective positive manager. Is that the deeper purpose?
- MM: I would like to think that both of these are going to be there.
- DA: Then you can say that here. Make your deeper purpose that "both of us will be more effective and more positive".
- MM: Ja, that is.
- DA: Don't take this next question here too literally. *Describe the essential differences* – what it is really saying is: This is one kind of purpose that's another kind of purpose – what is the difference?
- MM: Well, for me, we can't be effective and positive without each other.
- DA: This is a set of *actions* you are going to do to achieve a *state*, a better state. So the actions are up there but the state is much deeper and surrounds everything. So that is the essential difference – that you are going to take action to get to a better state.
- MM: Cool, can I write that in?
- DA: Yes. You see these sheets are so simple but they are so powerful because they record your journey and the way you deepen your reflection. What does this one say? *How do I judge and measure my success?*
- MM: Well, I will be able to see it: (a) by Jenny's positive attitude, and (b) by my positive attitude, and ...
- DA: So you write then "by my positive attitude and by Jenny's positive attitude". You can't do that one because that's in the future. And that's in the future. *What actions shall I take?*
- MM: Well, I'm going to make a quarterly appointment with her. Twelve questions. Feedback.
- DA: Ja, you are going to give her appropriate and timely feedback. And that's fine. Then what will happen is that over the next few weeks or so you will be able to fill in those. And then you will be able to say, okay, what have I got out of this? And that's the way you know that "my own reflection has developed and I am doing things

differently” - so this is working or not. And this is the only way the company knows we are getting our value out of this: Is something happening here? Does that make sense to you?

MM: Brilliant. I am excited about this.

DA: So that’s one task sheet. What’s that one for?

MM: That one’s for me going to speak to Anton.

DA: Yep.

MM: This to get a salary increase and my KPAs formalised.

DA: And have you a draft of what your KPAs should look like? Have you done that work for yourself yet?

MM: Ja, I drafted the whole thing and sent it to him.

DA: Brilliant.

MM: What actually was my purpose?

DA: Yep.

MM: I suppose to feel more valued in my position in the company and financially within my own outside of the company.

DA: Yep.

MM: Whets the difference between the two? Okay again it’s an action ...

DA: To get ...

MM: A state.

DA: A state.

MM: How will I measure my success? By getting the KPA formalised. By having Anton sign off the KPA. And getting a salary increase. And what actions am I going to take? I am going to meet with Anton, in a friendly, well-thought-out formalised manner.

DA: Brilliant.

MM: And I’m going to create another appointment in a quarterly appointment ahead of after this for reflection on that.

DA: Brilliant.

Okay those are yours to keep. I also brought these which may be helpful to you. Before you come to a coaching session this might jig something that you might want to talk about. *How am I today? How’s my week been? What do I want out of coaching? What actions did I take? What do I want to report?* Etc. So just checklists for you to go through. And here’s another checklist. It may be useful or not - I don’t mind what you do with them – whether you use them or you don’t.

MM: I’ll use them.

DA: Then something I'd really like to know about you that I find incredible useful and that's this Learning Styles Inventory. It's not cast in stone but it's an indication of what your key learning styles are. The reason that is important is it may show certain areas that will reflect why you relate well to some people and don't relate well to others. Particularly in the work context – so do you want to have a go at it?

MM: Absolutely.

DA: All right - fill out those and we will see what your profile is.

[MM does inventory questionnaire]

So what we are finding with this is that you are a converger, that you are very, very strong on concrete experience, abstract conceptualisation, and active experimentation. Your learning area, your growth area is going to be in reflection and observation. And do you agree with any of that?

MM: Absolutely - that's exactly what I am finding to be the true space of my life at the moment.

DA: So lets see what they say here about a converger. I am one of these rare creatures as well, by the way. This is what it says about convergers.

What do you think about that? That for you, practical results are important, you have common sense, you are hands on and independent. You are good at problem solving, good at detective skills. You evaluate and test things. You set goals and you act. You work well independently. You apply theory to practical situations. And you are ready to collaborate with others.

Lets look at what they say the weaknesses are. You need to go it alone. You are impatient and critical. You are dismissive of woolly ideas. You don't use other people well. People come second to the task. You are ready to criticise others and you resent being given all the answers. Is it true.

MM: Absolutely.

DA: Heavens. *laughs* So we now have a nice visual picture of where your head space and heart space likes to work and it might make you aware of somebody else is very strong there and very low there okay. For example you've got somebody in this company who has a lot of strength there, good strength there, a lot of strength there and low strength there. So their gravitational pull is between reflective observations – “I wonder what that would be like if we tried it and then I will think about again”. But not saying okay here's the blueprint let's go do it. So they are slow on action and they need to get in there, okay.

You will find yourself very impatient with people who are high there and low there. So - that's for you.

MM: Cool. Thank you.

- DA: What I would like from you please is, if you wouldn't mind for the next time, you come along with your personal learning contract - give me copies of these.
- MM: Okay.
- DA: So I can have them for my records. So that is your first of a series on the road to goal-orientated coaching.
- MM: That was seriously good way to spend time.
- DA: *laughs* That's great.

Appendix 8

**Transcription 20/07/2005:
Conversation between Dorrian Aiken (DA) and MD****Section 02 to 44 Mins**

- DA: How did it start – what were your reasons for wanting coaching. And then, what models, processes or tools do you remember that have been useful, if any? What's been the impact, good or bad?
- MD: Our initial interactions were around *Investors in People* and then around diversity. And the sort of big event or moment where things started to come into focus for me was on our breakaway in Stellenbosch [August 2003]. And that was just the top team. One of the big issues that was aired there was the massive concern around [Client 2]'s area and whether he was delivering - the huge tensions that were developing between him and [Client 3].
- DA: Ja.
- MD: And in my memory that formed the catalyst to say we need someone to come in here and observe this intelligently but dispassionately and start making us aware of things we are not aware of. I think it was just shortly after that that we started the coaching sessions.
- DA: That's right. Can I ask you how you perceive the conflict between [Client 3] and [Client 2]? What were your perceptions and what were the perceptions that were operating for [Client 3] versus [Client 2]?
- MD: It's very difficult to know what I thought then. One tends to think one always knew things that you didn't. One thing that I know for sure was that I had felt it was an intractable problem that was getting worse as opposed to a sort of, well, they'll learn to get on with each other and eventually it will blow itself out sort of thing. It just seemed to be getting fiercer and fiercer. I had believed at one stage certainly that [Client 3] ... that there could be another reason for it and that there were sort of contributory factors. One of them was that [Client 3], I thought, was possibly envious of [Client 2]'s incredible analytical skills and was trying to compete on a basis where he was more, you know, I can be more correct than you can be sort of thing. I can do things more correctly and therefore I'm going to be hero of the situation sort of thing. And then on the other side I thought [Client 2] is sort of incapable of action – he's all thinking and no doing. Anyway so very confused about the whole thing. I was very ... it was also very bad for the business because one kept hearing contradictory statements from the two people who were most involved in whatever they were involved in and, you know, the business just couldn't come to a conclusion and the

net result was that you were forced to choose sides. You know, am I going to believe the one or am I going to believe the other.

DA: Ja.

MD: Which was an invidious situation to find myself in. And then it also started dividing the team because then the team started choosing sides – are you for [Client 2] or against [Client 2]? Which was also something that was strong in [Client 3]’s mind – you are either for him or you were for [Client 2]. There was no middle ground, there was no, you couldn’t be for both of them. So then a highly volatile situation, very bad for the business. And of course it filtered down strongly to the staff beneath so, you know, you had all sorts of unpleasant things happen. And then the whole of [Client 2]’s area was tainted with this “Oh, you can’t rely on them” type of thing, and so on. It was not a happy situation at all.

And in many ways I think because we started with an extremely visible and difficult problem, we made headway with it quite quickly, remembering that we’d had previous interventions on that very score. I think that for me certainly created a lot of confidence in the prospects or possibilities of what coaching could do.

DA: How do you know that coaching helped quickly in that case?

MD: Because it raised various types of awareness that simply were not there prior to that.

DA: Okay.

MD: It was just suddenly seeing a context that people hadn’t been able to see before. And I certainly got ... I mean to my mind the proof of the thing was that I witnessed and heard [Client 2] and [Client 3] speaking the same language about what they had discovered. What had been made evident by the coaching. So that was you know ... I mean if one had said, “Oh, I can understand now why we were at loggerheads” and the other one hadn’t – the problem isn’t solved. The fact that both of them could begin to understand where the causes of dissension were and then understand why they were unnecessary was to my mind a really, really big breakthrough.

DA: Do you know what the processes were that led them to that? I can remind you and you can tell me if it rings any bells.

MD: Ja.

DA: Do you remember when we first started we did a learning styles inventory. There is yours. And there’s [Client 2]’s. And [Client 3]’s is almost a perfect diamond. And I found it very useful in showing [Client 2] his preferences and where areas, where he preferred not to go with his thinking styles compared with [Client 3]. And then the other thing I used if you remember is I referred always to the I, we, it and it’s. And then there was the Truth and Truthfulness model ...

MD: Yes, that one I remember extremely well.

DA: The Truth and Truthfulness model?

- MD: Yes.
- DA: Okay.
- MD: And that one in my view has also been very useful in many other instances. I mean it was something that Client 4.1 picked up big time.
- DA: Did she?
- MD: Oh Ja.
- DA: So you recall very strongly the Truth and Truthfulness model.
- MD: And I also recall the ... the role whatever ...
- DA: The dominator hierarchy versus the natural hierarchy?
- MD: Yes. I'm also thinking of where you are a thinker, or a priest, archetypes ...
- DA: The archetypes – healer, visionary, teacher, warrior?
- MD: Yes. And the sort of the positives and the shadow side of those things. I remember that clearly because I think that also made a big impression on people who suddenly ... especially somebody like [Client 3] who thinks that something is either good or bad.
- DA: Right.
- MD: As I said, it made a big impression for him to realise that everything has its downside.
- DA: Ja.
- MD: Yes. So those were powerful. They were very early on and I thought they were powerful realisations and it also gave - not that we often referred to them – but it gave us a sort of common language.
- DA: Ja.
- MD: Where we could say yes but do you realise about pushing this too far, you are almost creating the opposite of what you want. Things like that. So I think that was very important.
- I mean as a group - I don't know how you found us – but I think we were very open to learning these things. And then once we had assimilated them it gave us a frame of reference within which to deal with things which was nice.
- DA: It's been great. It's been lovely for me. And what about – so that's [Client 3] and [Client 2].
- MD: And [Client 4.1] as I say also benefited a lot from those models.
- DA: What about [Client 2.1]. Have you seen any ... ?
- MD: It's difficult for me to comment from a distance. You know what I mean. Obviously we've seen this extraordinary almost metamorphoses of [Client 2.1] over the last couple of months. I have never really discussed her in the depth we did for example with Client 4.1 and others because they were like very problematic for me. It's difficult for me to know.

- DA: Client 2.1 for me has been one of the most exciting coaching journeys because when she came into coaching, her task was to modify and refine her personality at work so that she could get the benefit of what she does very well at work. And that her behaviour patterns were standing in her way.
- MD: But now the big breakthrough there, Dorrian, is everyone had been telling her that but she had resisted. I mean I had that discussion with her. I said, you won't be promoted until your behaviour reflects what I expect from a senior manager. [Client 2] had been saying that to her for ages before that in very similar vein but yet she had resisted. She said, no that would be giving up my individuality and I'm not going to do it. So what was the real breakthrough? What persuaded her that it isn't, you know, we are not asking her to give away your personality?
- DA: I think she started laying sort of groundwork with insight into her management of Jenny and her behaviour with [Client 2]. A coaching task was to get her not to ride her white charger out to rescue people who did not want to be rescued. And then managing the antagonism with [Client 3] was another part of the coaching. And agreeing that she was shouting a lot. Becoming conscious of behaviours. And then putting it all together really came when she got that break. I really think that having the opportunity when [Client 2] went to hospital, to manage people in Ops put her in a space where she had to prove that she could be that kind of leader. And I think that she just shone in that role.
- MD: Absolutely true. Do you think that it was important that you were an outsider? In other words didn't matter how many times I said it or [Client 2] said it we were part of the power game so to speak and she ...
- DA: I think she felt that – and was somewhat justified if I may say – that her reputation and reports on her behaviours were filtered through [Client 3]'s perceptions and EXCO would always see her through his prejudicial lens and no matter what she did it would come out that way. And so ...
- MD: Actually I would counter – I can understand when you say “somewhat justified” - but I wonder how shocked she would have been to have heard it said at EXCO to [Client 3], because he was saying that every time there was something happening there's a blow up with Mireille, and somebody said have you ever noticed how often you're on the other side?
- DA: I know.
- MD: How shocked would she have been.
- DA: I absolutely agree - because part of the task was to say to her how much do you contribute to your own problem?
- MD: They interact quite a lot these days, by the way.
- DA: Who?
- MD: [Client 3] and Client 2.1. That's because of the job.

She's so bright and has a huge amount of emotional intelligence, Client 2.1. So it's so brilliant to see it come together because it was all being wrought by this unnecessary bad behaviour, all of which was based on very ...

DA: So Ja. I don't know. You see it's very difficult to know with coaching. Like how close are people to the tipping point. Lets say you come into the a coaching relationship where somebody is about ready to change their own style of behaviour. So the coach comes and somebody changes and they are already at that tipping point. And you think "fantastic! I'm a brilliant coach!" Meanwhile somebody could be there ...

MD: Sure. I mean you could argue in any of the instances that we've spoken of that work had already been done. You know that people had been made aware of some of the things but my personal feeling - and I suppose it's impossible to measure or say that this is a fact - is that the coaching accelerated things. Things happened much more quickly with the coaching and there may be two reasons for that. Without a doubt ...

DA: What *things*? Can you be more explicit.

MD: Without a doubt the fact that we or you sat down and focused on the issues meant that they got focused attention. You know, it wasn't just one of those things, "Oh my God, it's there again. What am I going to do about this?". It kind of, "Okay, this is problem, what are we going to do about it?" Sort of like, it gave time and energy and mental space to resolving the issues - which was important.

The second thing is that the paradigms and the models were immensely instructive to people. I think collectively to all of us. It fast-tracked our thinking that otherwise would have got stuck in patterns of thinking which hadn't been working and there was no reason why they were going to work as we'd tried them hundreds of time, you know. So those, to my mind, are the two things that the coaching brought that we hadn't brought to the problem before.

DA: So are you saying that coaching was effective across divides to create an alliance towards a shared objective? Would you say that's what the coaching demonstrated to you?

MD: Yes but I would put it more broadly than that. I mean in these specific examples that was really the outcome. But much more broadly I think the coaching enabled people to understand that the business goals were being prejudiced by unhelpful paradigms which were then made manifest in unhelpful behaviour.

DA: Ja.

MD: And they realised that it didn't have to be like that. That there were better ways of doing that. And not only did it just work better for everybody in a personal and emotional sense but it was better for the business as well because it cut through a lot of the nonsense. So I think it was wider. I think if you take somebody like an Client 2.2 for example - and it was maybe true for a lot of other people as well - there was a

sense of “why are you waiting for things to happen? What can you do about them?” So that was another paradigm that was challenged and you know, “can you take control of the situation - is there (a) something you can do that would make you feel better and, (b) get the result you want?” And that is what really worked for a lot of people. I mean I think we all have a tendency at times to think, “Oh God here I am victim of the situation and la do da”, and you become complacent with that view of the world without saying “hang on, maybe I don’t have to be the victim”.

DA: That’s was one of the rationales behind the formation of MANCO.

MD: Yes.

DA: When we held that workshop with all the direct reports, the *Investors in People* and *The Best Companies To Work For* surveys showed that there was a feeling of lack of accountability coming from the staff. Like “What are the staff doing about putting their shoulder to the wheel?” And the complaint at ExCo of staff kicking things up the line ... Would you agree with that’s how MANCO was born?

MD: Absolutely.

DA: Tell me your thoughts on The Thinking Environment philosophy and process – what were the strengths and weaknesses of that for you?

MD: Well, it was quite a revelation to me to discover a toolkit that you could dip into anytime you needed to. You know we spend our lives in meetings trying to extract ideas out of people’s heads so having tools that made that whole process (a) enjoyable, which is a big challenge – most people really resent the amount of time they have to spend in these sessions – and (b) productive, which was amazing. It really was. That was great. Absolutely.

I use it all the time in MANCO. I have to say that, like when I use EXCEL, I kind of use 5% of it, but I do use it all the time. And you know the creating of the groups of people and the system of making sure everyone gets a chance to speak and all of that. You know it’s really been ... I also find it quite liberating from the point of view of ... you felt like you were running a fun event rather than frog marching everyone down a dreary road trying to get to the end. So enabled me to bring a lot more positive energy to those discussions than would otherwise have been there.

DA: That’s great. And did it also have any sense of relieving you from having to be the expert all the time? Like you having to ...

MD: Yes. But much more importantly it overcame the issue of self appointed experts dominating the conversation which tended to happen an awful lot. Often. And I’ve seen in lots of different forums, business forums. I used to sit through this and I used to think and wonder why a particular guy was talking. He’s talking because he thinks he hasn’t said anything for quite a while and maybe we don’t notice him. And, you know, pontificating endlessly, etc. Frightening stuff. And I think there is and certainly was, until recently, a lot of that in AMSA.

- DA: I'm so glad to hear you say it worked that way.
- MD: Absolutely. I'm sure that I've said it before, Dorrian.
- DA: Ja, but you've said it really well.
- MD: One of the things that I'm a bit surprised about is that I don't know if anybody else has actually picked up on it. I never noticed anyone else using it to structure meetings.
- DA: Client 1, does he not use it?
- MD: Not that I'm aware of. The last MANCO I attended - he ran that one.
- DA: Did he not use that process?
- MD: Actually he did now I think about it. In fact it was at the point that they went into their little huddle that I left because it just wasn't right for me to be there then.
- DA: But I don't think it's been used as well as it could. And if it had been properly part of company culture ...
- MD: Yes. Yes. You should probably do some refresher courses on it. Remind people what all the different tools that are available because as you know I don't feel that I use nearly enough of all that I could use of it. And these are good things you know. We've got a lot of new people that won't have been exposed to it and one also sometimes backslides and forgets about it.
- DA: And what have been the limitations of coaching for you? What do you think could have been done better, done differently? Client 4, for instance, wasn't one of the success stories.
- MD: No he wasn't. But in a very strange way ... well, he was not a spectacular success in that we didn't turn him around into a more effective people manager. But I must say that having the coaching enabled me to come to the realisation, which I can't believe I would have been able to do any other way, of being able to say I now know for certain that he is not going to work out. I could then divorce my loyalty to the person from my need to have an effective person in that job. And I just knew that he never going to be effective.
- DA: And you think that the coaching reflection helped with that decision?
- MD: I do. And why do I think that? Oddly enough it's all in the negative. Coaching showed me his unwillingness to engage, his avoidance of issues, his perpetual projections of the problems onto everybody else. And, so in a bizarre way, it was precisely that coaching didn't work for him that proved to me that he was never going to come to the realisations which would enable him to do his job. It was always the other person's fault.
- DA: Yes.
- MD: And I eventually had to draw the conclusion he was always going to skate around a problem that he just didn't feel like dealing with.

- DA: It allows him to stay victim. And you know ... triangle which is another you may recall ... ? victim, rescuer and persecutor? He would persecute Client 4.1 who became a victim and Client 4.1 would then set about rescuing others. So the triangle went around. And he would in turn be her victim, then her persecutor, and then rescuer of her team. And that's what was happening so much before L... came on board.
- MD: L.'s got a lot of instinctive traits that are so different from Client 4 and so much more in line with *Investors in People* and this – the positive philosophy thing. I took him through *Investors in People*, I was looking at the brochure on my desk one day and thought I've got a new employee and I must, you know, do my job here. Of course he picked up instantly. He's just got to be the sharpest guy around. But watching him with this staff. Talk about working from the positive. It's just he's a great believer in this thing of *catch them doing something right*. And he praises people fulsomely. He praises extravagantly but it always rings true.
- DA: He practices the Thinking Environment's component of five times more praise than criticism and he means it.
- MD: Ja, and it's entirely instinctive to him. So there's all of that going on. And it's so interesting because I've warned him about people like Arthur - Arthur and Client 4 were like oil and water. They were just never going to mix. Arthur was persecuted by Client 4 and his response was just to become passive-aggressive and not interact, sit on the sidelines sneering at everyone. And L... parks all this stuff. He hears it all and he parks it. And now he's got Arthur to the point where he can't help himself, he wants to enter the debate, he can't stand on the sidelines anymore.
- DA: Arthur is walking around with a smile on his face these days.
- MD: Ja.
- DA: But you know, you can see how it takes just one person either way – to make a team hum or bring them down. So there is just no answering the fact that as leader, you have to have the soft skills to get the bottom line.

End of section

Appendix 9

**Transcript: Client 1
Re Empowerment Strategy - Phase Two**

- DA: Are you saying this ball just keeps getting dropped?
- C1: Uh-huh.
- DA: It's symptomatic of something here. So you know, where's the consistency with your philosophy, your mission, your vision, and where the market is. How do you market? And who is supporting that?
- C1: That's a company problem - not only a marketing problem.
- DA: Mmm
- C1: Okay. You are absolutely right it's a problem. When I approached it, I approached it from the point of view that ... I mean you are talking about what strategic direction is the company taking and what support does it have. Has that been approved and will that be supported by ... Now there are two ways at arriving at this strategic destination – how do we get there. One is you decide that's where we are going. The other one is it just works for you and you end up being there. But my approach in all this has been a combination of that. In other words you end up with an imaginary (?) strategy and I followed H.... who said strategy more often than not is an interaction between espoused strategy and ... what do you call the other one?
- DA: Espoused strategy and strategic actions-in-use ...
- C1: Okay. Lets take - are you referring particularly to empowerment?
- DA: This is what ...
- C1: As you do that something just happens naturally and the net result is what you set up to do in the first place and that just happened or you drifted towards by the forces out there. And if you look at it from the company's perspective when I started here in 2001 I acknowledged that it might be difficult for me to impose a strategy at the company level of an espoused strategy. This is what we should go out, set out to do. Because not everybody will necessarily support that. But there was a window. And the window was that when you come up with these things first prize is that people don't feel personally threatened. You know in this organisation things are allowed to drift. So I said okay fine, the drifting part is the part that I will drive. And that I will drive with my own destination in mind. This is where we are going. So to cut a long story short to extend that the company's position as an empowerment asset manager it's a combination of, yeah, well, asset empowerment is great - we can't really stand up against that. It's fine - but what does it mean? So a drifting driven deliberately on

my side by saying that we are going to do that. And for as long as there is space for me to say that, that is what we stand for. That's what we're going to say.

DA: Ja.

C1: So the company has been ... I drifted the company in that direction, took the company in that direction but there was also some element of 'espousing' happening at the top. Is that a problem for me? Yes there is a problem. The problem is if empowerment works everybody is happy. But nobody necessarily gives you credit for it because it was never really espoused. Nobody ever said ...

DA: It wasn't properly articulated at the top?

C1: Yes. So nobody ever said, yes that's what we are going to do. We will measure you against that. And if it happens then it's, Ja, you see ... Wherever they are, they'll claim credit for whatever they believe it's getting for them. And then ultimately you have to say, well, I am not too worried about personal credit - that I'll be happy that we achieved empowerment and our goals. And at the beginning I said being there will be a better outcome than me being personally given credit for it. Over the last month, I don't know - I've been saying, for goodness sake what's my credit? Where is it?

Preparation for a team workshop based on the outcome of Client1's coaching and his integration with the philosophy of the positive and management effectiveness:

DA: So I need ... just want to check with you what's important on your agenda? I'll conform with that. I'm just positioning to you what occurred to me and why I raised it.

C1: Okay. You know the old debate that people say, well, you know, well done you have done this very well, but they go and nail you on something completely different unless someone says guys lets agree this is how you are going to measure this. But even then I don't believe that life is so simplistic that you can reduce expectations and objectives to a two page document like this and say, well, if I deliver in this documentation it is the best it can be. I don't think that life is like that. Okay. So this is just to give people broad direction on what we are supposed to be doing. So with that in mind I will tell you that whether or not we agree on what empowerment targets, objectives are, what I should be delivering there are certain things which will probably never be put down to writing which will influence whether or not we think, my team included, whether or not we think THE COMPANY is still delivering.

DA: But some of those do have to be articulated as goals.

C1: Some of them do. Some of them do. Some of them have been. Some of them are in here and whatever is not in here it needs to be here like ...

DA: The philosophy that you have created with your team from the last two team-building workshops that we've done - that philosophy is about values, working from the positive, converting those values into supportive behaviours on the job; the supporting behaviours need to align with the team objectives.

- C1: Yes.
- DA: Now what didn't get clarified as I understand it is what those supporting behaviours really look like and how they are measured and whether they still hold good going forward.
- C1: Ja. Okay. That's the one thing that I would like us to agree on with the next session that we hold.
- DA: And would the starting point be the last document from that team meeting?
- C1: Yes.

Section Three

- C1: Let me give you some feedback about yesterday. We had a - what was supposed to be a dry run on Wednesday. We had what was supposed to be a dry run for yesterday's meeting here on Wednesday morning.
- DA: Dry run for yesterday's what? Yesterday's presentation.
- C1: Yes.
- DA: Fantastic.
- C1: But it's amazing watching the presentations. Let me pose a question to you before I give you ... Let me ask you this question. You have accused me over and over again ...
- DA: I accuse?
- C1: Yes ...
- DA: [laughs] Coaches don't accuse.
- C1: What do they do?
- You said to me over and over again that I am not stepping into my power. But I never asked you what you meant.
- DA: Ja. You know what I said about leadership, the way in which you are taking action, going to Abel, and pointing these things out. I think that you're now beginning to show signs of putting it together. What else would you like to know about stepping into your power.
- C1: What are the things that I could have done which I wasn't doing? Could or should have done which I wasn't doing.
- DA: What do you think when I say that? And what resonates for you? What happens?
- C1: I'm looking for feedback. I can give you my views but I am looking for objective feedback from you 'cause that was an observation you made.
- DA: Yes. I don't know what it will look like when you step fully into your power. What I know is you've got a massive amount of intelligence on different streams. It's not just cognitive - a spiritual intelligence, and emotional intelligence. But it's not coming together for you...

- C1: Okay.
- DA: And I know that you know that. I hear your frustration around the capacity you have to see the bigger picture - along with your own political values and commitments, and how do you get them to align in a way that makes you feel that you're leading from a position that's worthwhile to you as a career, as a life move. It hasn't happened for you yet.
- C1: Um - Ja. I was wondering whether you were trying to say that I'm not taking the bull by the horns. I'm not stepping out there and saying, well, this is me and this is what I stand for and this is what I think about the situation.
- DA: Well, I do mean that but I can't be directive. I can't say "this is what I think you should be doing" because I don't understand the pressures on you. I don't understand the external issues or the dangers you see for yourself. I think your own values have set you up in these circumstances to being almost having to operate with your hands tied behind your back. Had you not had your particular set of commitments and loyalties, you might have operated differently. You might have said, okay I'm going look after No. 1 now, to hell with everybody else.
- C1: Ja. Okay. I raised that because of the client preparation meeting we had. I had views about how we should run the session and I suggested that it should be practical. We should be as clear, close to the staff as we can. I wanted no presentation, or very little presentation, we should be physical – take the client right into our space, to our desks where they can see the work. But the MD raised practical objections like we can't have twelve people sitting here around someone's desk. And yes, I compromised 'cause you can't ... well, I said, what's the point ... So we compromised and two things happened. The one was that the clients just got bored with the first presentation saying, this is not what we came for. We want to be out there on the shop floor. We want to meet the people. They were really getting impatient about it.
- DA: Umm.
- C1: I was spot on. The problem is that although I was spot on I didn't push it as hard as I should have or could have.
- DA: Umm.
- C1: So what will I do next time? Next time I will direct things. I will push it. Something else that happened yesterday is that ...
- DA: Is that a pattern for you?
- C1: Yes.
- DA: That you're now beginning to feel that needs to change?
- C1: Ja.
- DA: Ja.
- C1: I've compromised too much over the last five years and it didn't pay off.

DA: Ja.

C1: I didn't rock the boat. I didn't want to rock the boat then - the boat was sinking with me on board.

DA: Lets think about that - as you go back and reflect on what you could have done differently?

C1: No. I mean it's a simple thing like in order for us to have a successful client visit what should we be doing. I have my views. I compromised on my views, and events happened and I say, I shouldn't have compromised - the business would have been better off.

DA: Ja.

C1: It's not that I would have won ... it's to get to the best objective that you can.

Appendix 10

Notes - Stellenbosch ExCo Intervention**Vision:**

AMSA is the model of sustainable empowerment** in the asset management industry.*

* Successful = investment performance, client service, etc.

**Empowerment = HR practices, Corporate Social Investment, skills, etc.

This will lead us into our Business Concept and inter alia answer the following questions:

- ✓ What must we deliver?
- ✓ What are our standards?
- ✓ What are our practices?

Resulting in IiP accreditation, values and codes of conduct.

The Ideal AMSA**Delivering what clients want:**

- ✓ Investment performance
- ✓ Investment solutions
- ✓ Peace of mind
 - Professional client servicing
 - Appropriate advice
 - Consistent outputs

The Brand Leader in Empowerment

- ✓ Representative of demographics (staff)
- ✓ Balancing induction, mentorship and performance
- ✓ Embedded best practice in diversity management

Gather New Profitable Business**Effectively Managed Profitable Business – Sustainable (triple bottom line)****Staff have appropriate skills and values to support and accept accountability**

- ✓ Recruitment
- ✓ Training
- ✓ Appropriate leadership
- ✓ Management skills development
- ✓ Change management

As a AMSA Employee

- ✓ I would know company goals and my role in achieving them.

- ✓ The environment is conducive to achieving individual and company goals. A clear understanding of values and supporting behaviours.
- ✓ Contributions are appropriately rewarded and recognised.
- ✓ Each individual has the support of their colleagues.
- ✓ Each can rely on his/her colleagues.
- ✓ Fair and consistent performance management and equitable treatment.
- ✓ Opportunity for growth and development.
- ✓ Active dialogue between staff and management in support of aims and objectives via management and consultative forums.

CURRENT REALITY

What is going well:

- ✓ Group sees AMSA as central and core.
- ✓ Changes made over the past year was well received, especially the Front Office.
- ✓ HR processes are going well – good profile.
- ✓ Changes in Operations were well received – well managed via inclusive process.
- ✓ Not scared to tackle what is needed.
- ✓ Cost efficient, productive operation, compared to other asset managers.
- ✓ Flexible – opportunity to change / adapt.
- ✓ Very well-knit top team, trust and confidence.
- ✓ Highly unlikely to run out of road in the near future.
- ✓ Staff willing and wanting direction.
- ✓ Exceptional role clarity.
- ✓ Graduate Training programme going well.
- ✓ Exceptional individuals at AMSA.
- ✓ Attracting good people – dedicated staff.
- ✓ Empowerment going well.
- ✓ AMSA can be very competitive and successful in the marketplace.
- ✓ Investment processes are going fine.
- ✓ Corporate governance well established.
- ✓ Making great profits.
- ✓ All other business processes well entrenched.
- ✓ For four years clean audit report (barring one big mistake).
- ✓ Excellent progress on critical issues – proper processes in place.
- ✓ Very good management information and financial management is going well.

What's happening but not going so well:

- ✓ Recruitment of black investment professionals (also Dealing Room).
- ✓ Role clarity – Anton as service provider or integral part of the business? Horizontal clarity needed.
- ✓ People skills, performance.
- ✓ Investment performance promising but needs to go further to regain confidence of clients:
 - Risk averse
 - Playing safe
- ✓ Too tentative – what to do about whole business, not only investment (postponing decision-making) – Don't share common understanding of risk aversion.

- ✓ AIMS testing not going well.
- ✓ Project management procedurally not going well – competency, skills, assertiveness.
- ✓ Marketing team – lots of instability. Marketing model not entirely successfully implemented.
- ✓ Compliance – insufficient strategic approach.
- ✓ Have not tapped into true potential of staff, dissipation of energy, lack of specific focus.
- ✓ IT strategy, including business continuity, e.g. PC's capacity, server capacity, etc.
- ✓ Formalise product development.
- ✓ Is there sufficient quality control regarding documents externally (tenders, etc.)?
- ✓ Recruitment of NAC product manager with skills to advise client appropriately.
- ✓ Keep empowerment strategy alive and keep on implementing it (refresh).
- ✓ Effective implementation of PRM.
- ✓ Continue marketing relationship strategy.
- ✓ Stabilise Marketing Support area – replace outgoing people with quality incoming.
- ✓ Keep NAC happy while maintaining the boundaries of our business.
- ✓ Roll out company goals (saturation) for everyone before end of year.
- ✓ Develop values and supporting behaviours (documentation / communications)
 - Reward and recognition
 - Support and reliability
- ✓ Continue to deal with issues arising out of Best Company to Work for Survey.
- ✓ Develop forums for consultation and dialogue between staff and management.
- ✓ Competency analysis, skills audit and development plans.
- ✓ Possibly reconsider organisational design in light of vision.

STRATEGIC PRIORITIES

Two separate orders of strategic priorities were devised (see appendix for these in full). Five key issues were selected in order of priority:

4. Services, role clarity, delivery and skills

OVERALL AREA OF RESPONSIBILITY: ANTON

Leverage	Obstacles
Performance management via performance contracts TASK: To be more specific. To be mutually agreed WHO: Phillip	Lack of consistent understanding of roles <ul style="list-style-type: none"> • Conveying & getting understanding of expectations • Paradigm of service delivery
Sipho's leaving offers opportunity for replacement & redesign. TASK: Workshop	
Clarify working relationships TASK: Coaching – leadership & management	

5. Stabilise marketing department re output quality and replacing of staff.

OVERALL AREA OF RESPONSIBILITY: CARSTENS

Leverage	Obstacles
Utilise experience gained	Review of model
Opportunity to hire good staff <ul style="list-style-type: none"> • Speed up competencies to test for 	Current staff member not suited (solution in process)
Use service consultants for marketing support and to establish best practice	Role clarity <ul style="list-style-type: none"> • Competency of staff • Expectations of CRM role
Define standards and put in quality controls – involve line management	Availability of skills in marketplace

6. Empowerment Strategy

- refresh and review
- **Black investment professionals**

OVERALL AREA OF RESPONSIBILITY: CARSTENS

Leverage	Obstacles
Several IP positions available for appointment: <ul style="list-style-type: none"> • Implementer • Dealer • Analyst + IPP • Economist • Quantitative Analysis (Bennie) TASK RESPONSIBILITY: ASIEF	Availability in marketplace Affordability - cost Impact on current staff market-related salaries

Excellent base document to refresh and review TASK RESPONSIBILITY: CARSTENS Send out invitation to staff for comment and follow up with review of document with those who wish to participate.	Document ambiguous to some Ownership diluted – lack of buy-in by all
---	---

7. Roll out company goals, values and behaviours

OVERALL AREA OF RESPONSIBILITY: EXCO

Leverage	Obstacles
Opportunity to galvanise all behind a single objective	Time <ul style="list-style-type: none"> Availability of teams
Opportunity to understand role clarification and link to: <ul style="list-style-type: none"> Investors in People Enabling Culture Best Company to Work For TASK: <ol style="list-style-type: none"> Produce vision document (up to business concept) – Phillip Exco sign off document Arrange senior management workshop to introduce goals and commit to mutually agreed deliverables, values, standards Align with Exco's vision Roll out process in divisional silos, facilitated by individual exco members 	Intervention fatigue Consistent understanding by executive

5. Keep NAC happy.

- **product manager**
- **product development**

OVERALL AREA OF RESPONSIBILITY: CARSTENS

Leverage	Obstacles
Opportunity to define domain – new consultant to NAC to understand their liability issues	Buy-in from other business units
	Resources and skills available

APPENDIX

Priorities – version 1

1. Keep NAC happy
 - investment portfolio

- empowerment strategy
 - black professionals
 - competency in training and development

2. Roll out goals

- role clarity
- skills & competencies
- organisational structure
- tapping of potential
- recruiting the right people

3. Corporate governance

- compliance strategy
- IT, BCP
- forums
- stability of marketing team

4. Delivery

- quality control
- PRM
- Compliance
- IT & BCP
- Risk aversion
- Stable marketing team
- Project management
- Product development

Priorities – Version 2

1. Services, role clarity, delivery and skills
2. Stabilise marketing department re replacing staff and quality control of documents going out
 - Review of marketing model
3. Empowerment strategy, refresh and review, seek black investment professionals
4. NAC product manager and product development
5. Rolling out goals, values and supporting behaviours
6. Review IT strategy (parts thereof)
7. Establish consultative forums
8. Review project management
9. Compliance strategy
10. Competency analysis/skills audit
11. Debate organisational structure

Appendix 11

Newspaper Articles**1. King II Commission Report on Corporate Governance**

Sunday Times, Business Times. November 16, 2003. SURVEY: CORPORATE SOCIAL INVESTMENT. Companies comply with King II. Jannette Bennett

A year into King II, 85% of South Africa's biggest listed companies are providing annual reporting on sustainability-related issues and 77% refer to the existence of an internal code of ethics or code of corporate conduct.

This is according to KPMG's 2003 report on Integrated Sustainability Reporting in South Africa, released late last month and endorsed by the Association of Chartered Certified Accountants and the Institute of Directors.

The report has broadened its focus from general sustainability reporting to the incorporation of sustainability reporting as recommended by the 2002 King Report on Corporate Governance for South Africa, or King II.

It analysed reporting by the top 100 companies (based on market capitalisation) listed on the JSE Securities Exchange to determine the level of compliance with Section 5 of King II. This section, Integrated Sustainability Reporting, requires companies to report, at least annually, on their sustainability performance and to demonstrate a commitment to organisational integrity. Compliance with King II is now a JSE listing requirement.

"Overall, 85% of the companies surveyed met the baseline King II Integrated Sustainability Reporting recommendation of reporting, at least annually, on the nature and extent of sustainability policies and practices, including social, transformation, ethical, safety, health and environmental management practices", the report says.

The results, the report adds, "demonstrate that JSE-listed companies are becoming increasingly aware" of the King II reporting criteria.

However, it says there are a few areas in which companies are still not reporting in accordance with King II. Also, many companies are "only giving superficial and general disclosures for the King II Code". One example is companies stating that they work to minimise environmental impact from their operations, while not offering any supporting data.

“We believe that companies should move towards more detailed disclosure of their sustainability initiatives... [This] is what is truly valuable for stakeholders,” the report says.

2. Discursive Theme 6 – Don’t mention the ‘r’ word

Mail & Guardian. June 3 – 9, 2005. WRITING WHITE, Local white novelists are shying away from the racial encounter. Shaun de Waal

South African fiction seems to be having a bit of a boom at the moment – I have before me 12 novels published since the beginning of the year. All but two of those 12 are by white writers. So it would seem the bulk of our present literary production is white, but perhaps more fruitful than asking why would be to ask how: how much novels articulate their whiteness.

Finuala Dowling’s novel *What Poets Need* (Penguin) gives a clue. *What Poets Need* is itself an example of a turning inward. It makes no big statements; it eschews the big political gesture. It is more concerned with the texture of everyday life and the intimate dramas of ordinary people, which here obviously means ordinary white people.

The greats of an earlier generation, Andre Brink, Nadine Gordimer and JM Coetzee, were compelled to put the drama of race upfront in their novels (though Coetzee, characteristically, of otherness and power). White writers such as Dowling seem to be simply sidestepping the issue of race, choosing not to address it, unless very obliquely. They know it’s there, they just don’t want to talk about it. Maybe that is as it should be. For today’s white writers to write about race is to risk falling into whingeing whitey syndrome, or, perhaps worse, doing white guilt all over again. It’s not that race should be forgotten, or not discussed, but nowadays novels don’t really need to do what radio shows, the opinion pages of newspapers and online letters from the president can do so much better.

3. Illustration of Discursive Theme One

The following article is a reaction to the paternalistic limiting assumption that black people aren’t quite up to scratch – but they can’t help it.

Sunday Times, May 29, 2005. INSIGHT & OPINION. ARE YOU TRULY AN AFRICAN. One can’t be a real South African if one insists on seeing this country, its government and institutions from a Western perspective. DR MOLEFI SEFULARO

You will not be able to sustain for long the claim that you are patriotic and African if you behave in a manner that says you are English, European or American in an African country, and that it is your duty to bring light where there is darkness; civilisation where there is savagery. The endless protestations of the DA about morality, ethics, good governance and human rights very often smack of a tendency to resist the need to be truly South African and thereby African. It is, more often than not, based on continuing to see South Africa through foreign eyes, values and ideological spectacles.

The problem with the opposition and many of those who see our country, Parliament and government through non-African eyes is that they believe the manner in which we have organised the peaceful settlement of apartheid, the Constitution, Parliament, governance and international relations, is because we have exclusively and perhaps more than any other nation, understood the lessons, values, constitutions, system, ideologies and methods of the civilised West.

Perhaps it is not surprising that we have been described as “a miracle”. A miracle is declared when a person, biological or earthly systems behave in a manner that defies its natural or normal, predictable character.

Many in the opposition believe, together with some of our fellow citizens and individuals outside our country, that what redeemed our first decade of democracy was that from the outset we had a far more entrenched and numerically significant number of civilised institutions, systems and communities.

They may very well believe, in a delusional manner, that we succeeded because we had more leaders who were educated in the West and therefore are more articulate in Western philosophies and the English language.

It is about time that we reveal to them an eternal truth: it is because we are truly African that the first 10 years after apartheid have defied their preconceived, very often negative, notions of how the present and future would unfold in this country.

The challenge for those who routinely oppose the transformation and nation-building of the ANC is to carefully examine their ideological, social, political, economic and identity values. If they do so after building a peaceful, truly non-racist, non-sexist and prosperous South African nation.

4. Impact of behaviour on motivation at work

Cape Times, Thu 30 June 2005, Ellen Wulffhorst: Manners make or break business.

A study of people who experienced incivility at work, conducted by the University of Carolina at Chapel Hill’s Kenan-Flagler Business School, showed how costly it can be.

One in five said they worked less hard as a result of rudeness at work. Nearly half considered changing jobs, and more than 10% did so. - Reuters

5. Black/white racism is a global issue

Cape Times, June 16 2005. Many attacks growing hostility to immigrants in UK. Nigel Morris

London: Ethnic minorities face a “climate of fear and suspicion”, with Muslims, asylum seekers and refugees bearing the brunt of growing hostility to immigrants, an investigation into racial prejudice in Britain has concluded.

A powerful European-wide human rights watchdog warned of high numbers of attacks on minorities and said that anti-Muslim discrimination had intensified in the four years since the September 11 attacks.

It criticised “negative attitudes” among the police to black and Asians, the disproportionate number of non-white prisoners and the exploitation of “racist and xenophobic discourse” by the far right.

The European Commission against Racism and Intolerance (ECRI) also denounced the use of “provocative, sensationalist and sometimes outright racist language” in the reporting of asylum and immigration.

As it delivered its bleak assessment, the government promised a fresh drive to sell the benefits of economic migration to voters in an effort to draw the poison out of the issue.

Charles Clarke, the Home Secretary, has told his ministers he was dismayed at the prominence that immigration and asylum took during the election campaign and is determined that it should not happen again.

The ECRI acknowledged efforts by the government to build links between communities and to promote racial equality. But it concluded: “In spite of initiatives taken, members of ethnic and religious minority groups continue to experience racism and discrimination.

Asylum-seekers and refugees are particularly vulnerable, partly as a result of changes in asylum policies and of the tone of the debate around the adoption of such changes.

6. South Africa’s black-white divides

Graeme de Bruyn represents a Coloured alliance with Black identity politics. The ‘unsympathetic community’ referred to below is white.

Cape Times. July 21, 2003. THE DEBATE. Is President Mbeki opening old wounds or seeking a more complete healing? GRAEME DE BRUYN, project manager of Policy Project

Mbeki is further calling us to create a dialogue that is intertwined with a new, shared and persistently debated memory of the past, and not continue with what we assumed was dialogue but in fact has been multiple monologues.

We should stop basing our hopes and aspirations on the generosity of a community whose interests, in the main, are unsympathetic to our own understanding of life.

The Sunday Independent, June 22, 2003. NEWS. Playing the race card, or excising a cancer? THABO MBEKI

The problem is that the University is still ‘the host’ welcoming ‘the other’ to an institutional culture where minority students have to accept the rules of an existing culture. Thus group politics, as they were in the past, remain the prevailing strategy...

Interests are therefore defined in racial terms and not across racial boundaries ...

Students have not progressed beyond the us/them divide, clearly because white and black do not share the same interests and have not developed a collective voice. Reconciliation is the status quo.

A consequence of this perception of reconciliation is that white students can remain passive – they have to do nothing to change the status quo, while black students have to be politically engaged to change it.

7. Discursive Theme 3: White victimhood

In contrast, the discursive theme of white victimhood is evident in this next article. The tone is civilised, restrained, well-reasoned and apparently factually based. However, the statements highlighted indicate the interpretive repertoire; an aggrieved tone of unjust treatment in the face of thankless goodness, generosity and selflessness.

Cape Times, June 16 2005, A widening chasm. DAVE STEWARD, Executive Director FW de Klerk Foundation, Cape Town

I read Molotho Mothapo’s letter (Cape Times, June 14) with exasperation – and a little sadness. The problem is not that his view of our recent history is so fundamentally mistaken, but that it reflects what I fear is a widening chasm in the manner in which black and white South Africans view our country, our past, our present and one another.

According to Mothapo's version of our history, those on the side of "the struggle" have a monopoly of goodness, righteousness and magnanimity while those who were on the side of the former government (including, preposterously enough, the DP) are uniformly evil.

This contributes to an assumed moral superiority and inferiority that increasingly underlies and distorts the relationship and discourse between blacks and whites. Among other things, it results in a situation where even the most reasoned criticism by whites is rejected with indignation – almost as though whites have no moral right to participate in the debate at all.

An example of this was ANC chief whip Mbulelo Goniwe's reaction in parliament that whites were fortunate that the ANC, in its magnanimity, had not put leaders like Tony Leon on trial in post-apartheid Nuremberg courts (suggesting some kind of moral equivalence between apartheid and the Holocaust).

For the record, the negotiations were initiated by former minister of justice, Kobie Coetse, and Nelson Mandela (without the initial knowledge of the ANC in Lusaka), following a series of tentative contacts between the ANC, leading Afrikaners, businessmen and the government in the mid-1980s.

The central motive of the former government and of the great majority of white South Africans was to find a constitutional settlement that would assure justice, freedom, equality and security for all South Africans.

In the process, white South Africans surrendered their monopoly of state power (and the right to exclusive national self-determination) in return for the assurances contained in our new constitution.

If I wished to, I could provide a detailed refutation of all Mothapo's spurious historic claims. I could also criticise aspects of the ANC's involvement in the negotiations but I would rather not. I would far prefer to continue to view our constitutional settlement as a triumph of unprecedented and historic proportions for all South Africans.

I would not want to question the right of any of our communities to share equally in the honour of being co-creators of our new society – or the right of any of us to participate equally and without prejudice in the unfolding debate on the future of our country.

Further evidence of the discursive theme of white victimhood. Note highlighted text.

Cape Times, June 7 2005. Opinion: a professor making racist accusations must produce the evidence. JOHANN HATTINGH, Cape Town

Lourens Du Plessis's article "Petticoat racists squirm on bench" (June 2), refers.

For those jurists who have studied with academics such as Professor du Plessis at the University of Stellenbosch Law School his analysis of the row about racism in the western Cape judiciary would not come as a surprise. However, for newspaper readers, Du Plessis is missing the mark for analytical journalism. Who precisely is Du Plessis referring to in his analysis of racism on the bench – he must have certain individuals, or some judgements in mind? Is there any evidence for his deeply unsettling remarks?

Of petticoat racist judges and legal professionals, Du Plessis says their training and work has given them the impression that they possess objectivity and neutrality, while the reality is that they have learnt to hide their (racial) prejudice so well that, in time, it becomes impossible for them even to imagine that they have undiluted biases bordering on bigotry. In simple terms, as a white judge or lawyer you are an incurable racist even though you may think your legal skills such as a sense for justice and efforts to adapt your racist stance have left you a better person in the new South Africa.

Du Plessis uses the metaphor that racism, like alcoholism, is an incurable addiction. There is something terrifyingly dark in this metaphor, and that's the idea that racism is like a drug, an escape, ever so inviting to invoke in a moment of weakness, something that a lot of people do for fun and that you will never escape from the longing once tasted.

But most frightening is Du Plessis's view that the realities of the new South Africa have awoken this latent condescending racism in many former liberal opponents of apartheid, which I understand as an implicit reference to current members of the judiciary, especially those who are white, middle-aged and male with 25 plus years behind them. Coupled with the fact that most of these judges possess, according to Du Plessis, extraordinary analytical skills and morale and sense of independence, it is a startling proposition that people with such capabilities can't realise, address or even acknowledge shortcomings such as racial bias. Just who precisely are these hopeless judges and lawyers addicted to racism? Are we not entitled to some evidence backing up these wide-ranging allegations? Is there any objective evidence such as judgements delivered by these people that shows just how deeply their subtle racism is seated?

I can't think that any objective will be levelled against the removal of such judges and lawyers from their posts should they be exposed. Could Du Plessis assist? He clearly has some evidence he hasn't disclosed. Or he is merely relying on Judge President John Hlophe's report on racism?

I am not denying the fact that racism is present amongst all echelons of power, be it in government or in the private sector, but isn't Du Plessis bluffing his readership a bit? Is his premise that ingrained racism can't be cleansed from human fibre a valid one? If so, how

would a hopeless judiciary fight off this poisonous racial cocktail lurking in their midst? Through a judges' Racist Anonymous?

Du Plessis states that insistence on the appointment of judges more representatives of the people is not inevitably a threat to the independence of the judiciary. Will appointing these more representative judges help those racism addicts cure themselves? Or is Du Plessis flirting with the idea that self-serving politicians motivated by the prospect of party political gain could potentially play the race card to seize control of appointing more representative judges to the bench, in which case such judges could be a foreseeable threat to its independence? Do we need legislation and outside watchdogs to purge the judiciary and teach judges about their own racial bigotry? Just how and who precisely is to guard these guardians of non-racial justice?

Mail & Guardian, May 27 - June 2, 2005. Hoeveel onse in jou pond, ou maat? Viva Gazania!
TOM EATON

Prickly questions of prickly people: Are whites being discriminated against? Is affirmative action reverse racism?

Asked if whites are Africans, he faltered, laughed nervously, and suggested that they are "South African". I don't blame him at all: The expedient answer to that question has not yet been clarified by public and political discussion.

I still don't know if I'm allowed to call myself an African. I'd very much like to, but only if it doesn't piss anyone off. If I am an African, then that's super. If I'm not but could be under certain circumstances, would somebody please tell me so I can find out what I need to do to apply? And if I'm not and never could be, then break it to me gently and I'll start the process of deciding whether I want to live as an expatriate in the land my ancestors have called home for eight generations, or return to a European mother continent I regard as stifling, insidiously racist, overcrowded, unmotivated, polluted, callous, cynical, ugly and hell-bent on leeching as much of Africa's exhausted physical resources as it can before its electorate starts worrying about Congolese immigrants and tells it to stop.

Mail & Gurdian, July 25 – 31, 2003. Race relations in black hands. A SECOND LOOK,
DENFORD MAGORA, the creative director of DDB Hash Three advertising in Zimbabwe

The problem in Africa is that as nations are liberated from colonialism and other racial vices like apartheid, we make the mistake of thinking that legislating against racism is enough. Affirmative action, laws to open up "private clubs" dominated by whites and fair access to employment do not build a race-blind nation. If anything, they tend to have the opposite effect. White Africans in virtually every nation on the continent tend to then withdraw into a social *laager*, and mix with blacks only when they have to.

Yet it remains true that black Africans remain the only people able to ensure that the ideal of true racial harmony is realised. The way I see it is that whites are a minority on the continent and cannot help but feel besieged, what with affirmative action, legislation requiring percentages of shareholding to be in black hands and all the rest of it.

In essence, therefore, the true route to racial harmony in Africa is the complete integration of both blacks and whites into a single society. Blacks should not view whites and other minorities as groups that should be “grateful” to be allowed to stay in Africa.

It is a shame that today, 23 years after independence, you still get white Africans referring to their fellow black Africans as simply “Africans”. It is an exclusive word that implies that whites consider themselves not a part of Africa.

Racism, therefore, can never be fully tackled at government level through laws and by-laws. It will take the two societies making conscious efforts to befriend each other on a personal level. As the majority, blacks bear the responsibility of extending that hand of friendship first on a personal level.

8. Discursive Theme 5: Scratch a white, you’ll find a racist

Mail & Guardian. October 31 – November 6, 2003. Sickening self-righteous bias. BHEKI MCHUNU, Pretoria East

Recently I was at a business meeting in Pretoria with a certain youth development organisation where a white lady nonchalantly suggested “black people are poor because they have too many children”.

She went on to argue, with her white male colleague supporting her, that “for your business to succeed you must eliminate overheads”.

In a nutshell, they argued that black people need proper family planning to extricate themselves from poverty.

In another incident, I was listening to a HIV/Aids debate on radio. A white woman caller said HIV/Aids was prevalent among black people “because of their cohabitation tendencies”. She added: “Black people must change their ways if they want to be Westernised”.

These preposterous comments made me feel sick in the pit of my stomach. The fact that black people have big families has nothing to do with their poverty.

I come from a family of seven children, but we grew up poor because sick bigots decided that black people were not worthy of the education required to participate in the mainstream economy. Our inferior education was not because of our numbers.

That we grew up in a remote rural hinterland with no infrastructure and amenities had nothing to do with family size either. Nor the fact that my father has worked as a labourer for a carpet factory for 35 years and is still in the same position as when he started.

The second incident showed a self-righteous bias, which sees black people as a bunch of social misfits who are getting what's coming to them. I am not sure any self-respecting black person wants to be "Westernised", even if that was cure for HIV/Aids. Black people survived a systematically engineered process over five decades to disempower and impoverish them.

It therefore sickens me to hear bleeding-heart white liberals who have taken it on themselves to enlighten us on the cause of, and solution to, our plight.

The perception that HIV/Aids is a black peoples' problem is entrenched in the white community. The disease is alive and well in the white community, but whites can afford healthy lifestyles that involve clean water, nutritious food and medication, which millions of black people can only dream about.

Proper understanding of South Africa's socio-economic trajectory is crucial if white people are to play a meaningful role in tackling the ills of our society faces.

Cape Times, July 23, 2003. THE DEBATE. DISTINCTIONS BETWEEN DEMOCRACY AND AUTOCRACY BLURRED. Does 'problem' lie in Western eyes? RICHARD VANDER ROOS, a former South African ambassador to Spain and a former rector of the University of the Western Cape

It is not just a lack of "democracy". It is not just corruption. The answers are to be found in differences of lifestyle, and in different perceptions of the role of the government. All will probably agree that they should have "good governance", and all will agree that "corruption" is inadmissible.

Does the "problem" not lie in this, that we are looking at Africa with Western eyes? And is West best?

Mail & Guardian, May 27-June 2 2005. Research has shown that coaching has a greater return for companies than training: Over to you coach. BILL PRICE, the CEO of the VIP leadership and Strategic Coaching Institute

Coaching improves productivity, effectiveness and efficiency by a measured 22,4%. Coaching and mentoring is now part of business. Three years ago it was new on the market. The groundswell has risen and the awareness is far more intense at executive level.

Sunday Times, Business Times. Careers, November 10, 2002. CULTURE CLUB. Many South Africans have multicultural savvy – a passport to global success. JANNETE BENNETT

Marco Boni, a director at the executive recruitment firm, SpencerStuart, points to an international study carried out by his firm which shows that a broad cultural perspective and the ability to relate naturally to different cultures are among the major requirements of top executives.

Brian Khumalo, a partner in a new South African-based executive search firm, Leaders Unlimited, says South Africans are coping far better in multicultural environments than people from other parts of the world.

“South Africans really stand out in respect”, he says. And that, he adds, is largely due to the environment in which South Africans operate. We live in a multicultural society with a history that has made us conscious of our own behaviour.

Cape Times. September 22, 2003. THE DEBATE. VIGILANCE KEY TO SUCCESSFUL SOUTH AFRICA, Setting a course for citizenship. MIKE BERGER, a retired academic and political commentator

Many South africans are ardent political astrologers, obsessively scanning the political, social and economic heavens for clues to our country’s future.

It is obviously true that the future of our country rests in the hands of the black majority, but it will require from them the courage to reject suggestions by the ruling party that struggle credentials entitle them to indefinite leadership and freedom from the normal democratic and legal constraints.

Perhaps the single most important step towards a secure future is the creation of a broad-based opposition capable of challenging and displacing the ANC from power in the foreseeable future.

At the same time, whites and other ethnic groups also have a role to play. Despise the many vices and bloodstained history of European civilisation, it has brought to the modern world the virtues of scientific rationality, human rights, liberal democracy based on individual freedom and the relatively free market. Europe has also learnt the art of getting things done.

To forsake this heritage and the responsibility that goes with it, would be to repeat the failure of the white community to meaningfully oppose apartheid. Ultimately we will get the future we collectively deserve. That, if nothing else, should help concentrate our minds.

Mail & Guardian July 2 – 8 , 2004, ECONOMY & BUSINESS, Two roads to power, SUE BROWN considers the contrasting views of Vincent Maphai and Loyiso Mbabane

on affirmative action

Should there be a sunset schedule for affirmative action in industry? Two key black intellectuals – Billiton SA's Vincent Maphai and the University of Cape Town's Loyiso Mbabane – have locked horns on this issue.

Black economic empowerment (BEE) is now mainstream policy and big business. With much BEE now framed by the Broad-Based BEE Act, there is hot debate about how earlier provisions and policies need to be adapted to fit in with it.

Affirmative action policies, preferential procurement and employment equity legislation – there is a complex array of incentives and policies in place to promote black power in management and the economy.

Talking the talk about affirmative action, whether or not accompanied by legislation, makes no difference.

Maphai points out: "Business has been talking about affirmative action since 1970. Remember various manifestations like the Sullivan Code? If it had truly been acting then, we wouldn't need it now. It is time for business to stop whingeing, see that it has missed opportunities in the past and will do so again if it doesn't get its head around the new order.

This bifocal approach to affirmative action is pointless. [It says]: 'Here is our core business, over there is employment equity'.

Mbabane makes a pointed analogy: "If we look at the examples of some of our sports teams, they relax about representation when they have five black team members.

"They sit back, then have to panic when they lose one or two, because they have not developed the organic recruitment routes and structures that have transformed the recruiting network".

Cape Argus, JOB-SHOP. March 12, 2003. Exploding the myth of the money-grabbing worker.
STAFF REPORTER

Pay is not the foremost factor in South Africans' working lives and, when it comes to recognition from management, non-monetary acknowledgement like a pat on the back will do just fine.

The myth of the money-grabbing employee is laid to rest in a groundbreaking study released this month by staffing solutions organisation Kelly. The Kelly 2003 Human Capital Satisfaction Survey overturns many stereotypes in a format that breaks with the norms of the past by considering data from an age group-based rather than a race-based perspective.

Researchers discovered that similar age groups often gave similar responses irrespective of race, enabling Kelly to create an age-based tool for executives trying to build profits and productivity through optimum human capital development. For example, the older an employer is, the greater the chance of pay satisfaction. But across all generations pay is not paramount, according to the survey.

Kelly managing director Tracey Czakan says: “We have a pleasant surprise for executives who think pay is the only motivator of improved performance. “Many factors create employee satisfaction. Some cost nothing at all – like building a culture where managers never forget to say ‘Well done!’ when workers excel.”

Executives who learned to celebrate success with workers would see significant improvement in output, quality and motivation. Pay and recognition are two factors covered.

Appendix 12

Revisiting Communication: A 'New Way' to Manage It**Understanding the New Communication Model:**

It is critical if we want to improve our communication effectiveness, to enhance our understanding of our own as well as other mindsets. The following self-assessment exercise can be used to determine how we basically construct things in our minds and how our assumptions influence our communication. We suggest the following three-step approach as a way to improve interaction with others:

- You should go through the exercise yourself.
- People that you know should also go through the same exercise - a spouse, a team member or a friend.
- The key differences between the people who went through the self-assessment exercise should be identified, probed and used for self-awareness and development - the idea is to acknowledge some basic differences in the construction of realities and enrich ourselves by being exposed to other ways of seeing, thinking and behaving.

Please select in each pair of attributes the one which is most typical of your personality. No pair is an either-or proposal. Make your choice as spontaneously as possible. There is no wrong answer.

<input type="checkbox"/>	1.	I like action
<input type="checkbox"/>	2.	I deal with problems in a systematic way.
<input type="checkbox"/>	3.	I like to attend well organised group meetings.
<input type="checkbox"/>	4.	Deadlines are important for me.
<input type="checkbox"/>	5.	I cannot stand hesitation.
<input type="checkbox"/>	6.	I believe that new ideas have to be tested before being used.
<input type="checkbox"/>	7.	I want to set my own objectives.
<input type="checkbox"/>	8.	When I start something I go through until the end.
<input type="checkbox"/>	9.	I look forward to receiving feedback on my performance.
<input type="checkbox"/>	10.	I find the step-by-step approach very effective.
<input type="checkbox"/>	11.	Planning is the key to success.
<input type="checkbox"/>	12.	I become impatient with long deliberations.
<input type="checkbox"/>	13.	I believe that teams are more effective than individuals.
<input type="checkbox"/>	14.	I value experience very much.
<input type="checkbox"/>	15.	I enjoy working with people.
<input type="checkbox"/>	16.	I like to handle several projects at the same time.
<input type="checkbox"/>	17.	I enjoy the stimulation of interaction with others.
<input type="checkbox"/>	18.	I learn by doing.

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | 19. | I basically try to understand other people's emotions. |
| <input type="checkbox"/> | 20. | I perceive myself as decisive. |
| <input type="checkbox"/> | 21. | I think I am good at reading people. |
| <input type="checkbox"/> | 22. | I search for challenging tasks. |
| <input type="checkbox"/> | 23. | I am sensitive to others' needs. |
| <input type="checkbox"/> | 24. | I like to achieve. |
| <input type="checkbox"/> | 25. | I listen to people. |
| <input type="checkbox"/> | 26. | I like variety. |
| <input type="checkbox"/> | 27. | I enjoy innovation very much. |
| <input type="checkbox"/> | 28. | I am impatient with long, slow assignments. |
| <input type="checkbox"/> | 29. | I am more interested in the future than in the past. |
| <input type="checkbox"/> | 30. | I usually make decisions without thinking too much. |
| <input type="checkbox"/> | 31. | I am always looking for new possibilities. |
| <input type="checkbox"/> | 32. | I like to get things done. |
| <input type="checkbox"/> | 33. | I do challenge people around me. |
| <input type="checkbox"/> | 34. | I am impulsive. |
| <input type="checkbox"/> | 35. | I like creative problem solving. |
| <input type="checkbox"/> | 36. | I usually jump from one task to another. |
| <input type="checkbox"/> | 37. | I dream and project all the time. |
| <input type="checkbox"/> | 38. | I dislike wasting my time. |
| <input type="checkbox"/> | 39. | People say that I am a fast thinker. |
| <input type="checkbox"/> | 40. | I like brief, to the point statements. |
| <input type="checkbox"/> | 41. | I am cool under pressure. |
| <input type="checkbox"/> | 42. | Co-operation is a key word for me. |
| <input type="checkbox"/> | 43. | I use logical methods to test alternatives. |
| <input type="checkbox"/> | 44. | I can predict how others may react to a certain action. |
| <input type="checkbox"/> | 45. | I believe that my head rules my heart. |
| <input type="checkbox"/> | 46. | I am able to assess the climate of a group. |
| <input type="checkbox"/> | 47. | Analysis should always precede action. |
| <input type="checkbox"/> | 48. | I can express my feelings openly. |
| <input type="checkbox"/> | 49. | I rely on observation and data to make decisions. |
| <input type="checkbox"/> | 50. | I perceive myself as a communicator. |
| <input type="checkbox"/> | 51. | I like to focus on one issue at a time. |
| <input type="checkbox"/> | 52. | I enjoy learning about others. |
| <input type="checkbox"/> | 53. | Facts speak for themselves. |

- | | | |
|--------------------------|-----|--|
| <input type="checkbox"/> | 54. | I strongly believe that people need each other to get work done. |
| <input type="checkbox"/> | 55. | Key decisions have to be made in a cautious way. |
| <input type="checkbox"/> | 56. | I always question myself. |
| <input type="checkbox"/> | 57. | Emotions create problems. |
| <input type="checkbox"/> | 58. | I do not like details. |
| <input type="checkbox"/> | 59. | I have a tendency to start things and not finish them. |
| <input type="checkbox"/> | 60. | I believe in the scientific approach. |
| <input type="checkbox"/> | 61. | I like to design new projects. |
| <input type="checkbox"/> | 62. | I accept differences in people. |
| <input type="checkbox"/> | 63. | I enjoy reading very much. |
| <input type="checkbox"/> | 64. | I like to organise. |
| <input type="checkbox"/> | 65. | I use my imagination as much as possible. |
| <input type="checkbox"/> | 66. | I enjoy doing what I am good at. |
| <input type="checkbox"/> | 67. | My mind never stops working. |
| <input type="checkbox"/> | 68. | I am patient with details. |
| <input type="checkbox"/> | 69. | I like to be liked by others. |
| <input type="checkbox"/> | 70. | I can put two and two together very quickly. |
| <input type="checkbox"/> | 71. | I try out my new ideas on people. |
| <input type="checkbox"/> | 72. | Good relationships are essential. |
| <input type="checkbox"/> | 73. | Communicating with people is an end in itself. |
| <input type="checkbox"/> | 74. | I like to be intellectually stimulated. |
| <input type="checkbox"/> | 75. | Talking and working with people is a creative act. |
| <input type="checkbox"/> | 76. | Self-actualisation is a key word for me. |
| <input type="checkbox"/> | 77. | I enjoy playing with ideas. |
| <input type="checkbox"/> | 78. | I learn by interacting with others. |
| <input type="checkbox"/> | 79. | I find abstractions interesting and enjoyable. |
| <input type="checkbox"/> | 80. | I feel confident in myself. |

Scoring:

Circle the items you have selected and add them up, one mark for each item chosen. The maximum mark is 20 per value orientation and your total for the four value orientations should be 40.

Value Orientation	1	4	5	7	9	12	
1		14	16	18	20	22	
		24	26	28	30	32	
		34	36	38	40		Out of 20

Value Orientation 2	2	3	6	8	10	11	
		41	43	45	47	49	
		51	53	55	57	60	
		62	64	66	68		Out of 20

Value Orientation 3	13	15	17	19	21		
	23	25	42	44	46		
	48	50	52	54	69		
	72	73	75	78	80		Out of 20

Value Orientation 4	27	29	31	33	35		
	37	39	56	58	59		
	61	63	65	67	70		
	71	74	76	77	79		Out of 20

The model can be summarised as follows:

Scores

For a score between 1 and 7:

- The mental construction is somewhat underdeveloped and under-used.

For a score between 8 and 15:

- The mental construction is well developed and used.

For a score between 16 and 20:

- The mental construction is overdeveloped and overused.

Communication Implications

A weak score (between 1 and 7) indicates a difficulty to interact with people who are strong in the same category. Natural misunderstanding will occur, communication breakdown will take place, and people with opposite mindsets will have a tendency to pass negative value judgements on each other and mutually reject each other.

An average score (between 8 and 15) generally shows a certain degree of flexibility and adaptability. People with an equally dispersed profile (10,10,10 and 10) are quite good at adjusting themselves to different people, situations and requirements. The problem is that sometimes they are too good at switching around and can then be perceived by other people as being unpredictable.

A strong mindset (a score between 16 and 20) is generally characterised by a need to impose values, beliefs and assumptions on others. People whose scores indicated a heavy orientation in this direction can be trapped into only one way of looking at things. They are very often biased and rigid. They lack flexibility and have difficulties practising empathy.

A general comment is that people who share the same mindset (the dominant one, that is, since everybody has the four basic orientations more or less developed and used) get along together very well. They almost automatically click.

Four value orientations: One mindset

The four value orientations which have been selected to create the model can be described as follows:

Value Orientation 1: Action

The *Action Oriented* mindset is fundamentally geared to changing things, improving existing situations, translating ideas into actions, being effective, getting things done, moving ahead and achieving good results.

Value Orientation 2: Process

The *Process Oriented* mindset is characterised by the need to know, be factual, understand, organise, structure, set up strategies, tactics, establish rules, regulations, systems and manage.

Value Orientation 3: People

The *People Oriented* mindset is characterised by men and women who care about people, have a strong drive towards people's needs, rights, communication, understanding each other, teamwork, ethics, synergy, feelings and emotions.

Value Orientation 4: Ideas

The *Idea Oriented* people handle the word in terms of concepts, abstractions, theories and models. They value imagination, innovation and creativity very much. They are future oriented.

Four Mindsets: Four Communication Styles

The four mental constructions dramatically influence the communication behaviours of each type of person. The following gives a synopsis of the four value orientations and how each one's respective mental programming affects their communication styles.

Four Communication Styles

Styles	Content	Process
Action	<p><u>They talk about:</u></p> <ul style="list-style-type: none"> Results Objectives Performance Productivity Efficiency Moving ahead Responsibility Feedback Experience Challenge Achievements Change Decisions 	<p><u>They are:</u></p> <ul style="list-style-type: none"> Pragmatic (down to earth) Direct (to the point) Impatient Decisive Quick (jump from one idea to another) Energetic (challenge others)
Process	<p><u>They talk about:</u></p> <ul style="list-style-type: none"> Facts Procedures Planning Organising Controlling Testing Trying out Analysis Observations Proof Details 	<p><u>They are:</u></p> <ul style="list-style-type: none"> Systematic (step-by-step) Logical (cause and effect) Factual Verbose Unemotional Cautious Patient
People	<p><u>They talk about:</u></p> <ul style="list-style-type: none"> People Needs Motivations Teamwork Communications Feelings Team spirit Understanding Self- development Sensitivity Awareness Co-operations Beliefs Values Expectations Relations 	<p><u>They are:</u></p> <ul style="list-style-type: none"> Spontaneous Empathetic Warm Subjective Emotional Perceptive Sensitive
Idea	<p><u>They talk about:</u></p> <ul style="list-style-type: none"> Concepts Innovation Creativity Opportunities Possibilities Grand designs Issues Interdependence What's new in the Field Alternatives New ways New methods Improving Problems Potential 	<p><u>They are:</u></p> <ul style="list-style-type: none"> Imaginative Charismatic Difficult to understand Ego-centred Unrealistic Creative Full of ideas Provocative

Managing Creative Communication

People involved in creative communication should manage the process of influencing each other (our definition of communication) in three phases, i.e.

Phase 1. Matching first the dominant value orientation of the person we are talking to so that we get his or her attention (using the other's way to look at the world facilitates the first step toward communication since the information we present is packaged in a way that is familiar to the listener).

Phase 2. Mismatching, that is, using any channel whatsoever, even disregarding the other party's way to define reality, just so that the exchange will be as creative as possible.

Phase 3. Matching again at the end of the communication so that its outcome is consolidated and any misunderstanding is minimised. The main objective here is to make implementation as effective and speedy as possible.

Most people have a hard time with the first phase, either because they do not know what the dominant value orientation of the other party is or because they are not able to adjust on the spot to the other's main communication channel.

The first challenge can be handled through either some proper homework to define the other person's main value orientation (know the person you are going to meet) or through close observation during the interaction, the use of intuition as well as the trial and error technique. The second challenge can be tackled through the implementation of some practical guidelines such as the ones presented below:

Guidelines on Matching Other Communication Styles

A. Communicating with an Action (A) Oriented Person:

- Focus on the results first (present the conclusion right at the outset).
- State your best recommendation (do not offer many alternatives).
- Be as brief as possible.
- Emphasise the practicality of your ideas.
- Use visual aids.

B. Communicating with a Process (PR) Oriented Person:

- Be precise (state the facts).
- Organise your presentation in a logical order;
 - Background
 - Present situation
 - Outcome
- Break down your recommendation.
- Include options (consider alternatives) with pros and cons.
- Do not rush a process oriented person.
- Outline your proposal (1, 2, 3 etc.)

C. Communicating with a People (PE) Oriented Person

- Allow for small talk (do not start discussion right away).
- Stress the relationship between your proposal and the people concerned.
- Show how the idea worked well in the past.
- Indicate support from well respected people.
- Use an informal writing style.

D. Communication with an Idea (I) Oriented Person:

- Allow enough time for discussion.
- Do not get impatient when he or she goes off on tangents.
- In your opening, try to relate the discussed topic to a broader concept or idea; in other words be conceptual.
- Stress the uniqueness of the idea or topic at hand.
- Emphasise future value or relate the impact of the idea on the future.
- When writing to an idea oriented person, try to stress the key concepts which underline your proposal or recommendation right at the outset. Start off with an over statement and work toward the objective.

A Final Word on Creative Communication

Communication is much more than sharing information and understanding each other. It is indeed a creative act based on the invention of new *knowledge*. By getting together and by interacting, individuals produce something which provides the added meaning we need in order to prosper and face the challenges which are constantly growing in today's world. We create new arenas for interaction (or at least contribute to their making) through the transformation of information into knowledge. That process requires the meetings of several minds and the management of communication.

Creative communicators are people who apparently can behave according to three golden rules:

1. Never get upset over any communication breakdown. Always turn a misunderstanding into an opportunity to change and grow.
2. Borrow from others (benchmark) and keep in mind that other ways of seeing things are mind expansion opportunities.
3. Learn how to build on others' ideas, perceptions and assumptions. Challenge them so that new frameworks will emerge from confrontations with old mention constructions.

Try very hard when they communicate not to use the expression 'yes, but.....' which is counter-productive. Then use instead the words 'yes, and.....' which are conducive to *mental innovation*.

From "Revisiting Communication: A 'New Way' To Manage It"
by Pierre Casse, Professor of Organisational Behaviour, IMD International, Lausanne

Appendix 13

**Review of AMSA Executive Management Coaching Programme:
Group Work and Five Client-Coach Partnerships**

1st October 2003

Assessment of proposed outcomes against progress to date

A combination of group work as well as one-on-one coaching sessions with senior management (Executive Committee members) was put into motion in August this year.

The objectives have been:

- to create the mindset shift in AMSA at every level compatible with the Investors in People best practice standard.
- to introduce and facilitate the use of the ‘Thinking Environment™’ process into order to streamline the effectiveness and efficiency of meeting outcomes at every level throughout AMSA.
 - Rationale: The ‘Thinking Environment™’ process is a highly controlled, totally inclusive practice supports the Enabling Culture project as well as making available at every level a practical and accessible way of living the Investors in People philosophy.

Group work - Strengthening Team Relations

A two-day workshop was held on 8th & 9th August 2003 with the five senior manager (ExCo). (This replaced an earlier plan for one full day of group work and three half days. One half-day session with the group is still to be scheduled at the end of this current three-month programme for feedback and evaluation of overall progress as a team and overall impact on the business unit as a whole.)

Workshop objectives:

- focus on team relationships (structural and personal) to establish current reality, identify leverage and obstacles to optimising management effectiveness (becoming Investors in People recognised), and propose strategies for the way forward.
- The team was introduced to ‘Thinking Environment™’ process:
 - to maximise effective outcomes in the team through the creation of thinking partnerships to enable productive debate and problem-solving
 - to enable each participant to transfer skills to other members in individual sectors.

The workshop process was deemed to be a success in terms of raising sensitive or difficult issues, and developing a AMSA vision and way forward. A report of the workshop outcomes was written up and circulated by way of email attachment to the participants.

- The outcomes of the ExCo workshop has been integrated into individual coaching sessions with specific actions co-designed relevant to each individual – see notes below.

Additional group work

A further workshop based on the successful outcome of the first was held on 8th & 9th September for the next level of direct reports (middle management).

- The key objectives were to create a sense of inclusion in management, to heighten awareness of the Investors in People success criteria, in particular by encouraging an environment of positive, rather than negative, feedback amongst colleagues; to increase motivation and increase the level of group trust; to encourage this level of management to cascade their learning to their staff.
- A key outcome was the decision to form of ManCo, a management committee consisting of the senior level's direct reports.
- A report of this workshop is also attached; however, individual group plans with short and mid-term goals, roles and responsibilities have not been available for me to include. Hopefully these will form the core of the agenda for the first scheduled ManCo meeting.

Limitations in intended group work achievements to date

- The development of the 'Thinking EnvironmentTM' skills in managing meetings and in conducting effective one-on-one relationships has had the opportunity to embed as originally planned for the ExCo group.
 - Success indicator: to see a measurable savings in company time in three months.

Individual work - Coaching for Leaders

Individual sessions have been in progress (each ExCo member has attended at least three sessions to date) to enhance leadership development; to identify and remove limiting assumptions, to think openly and rigorously about what is important to each person and to his work; and to improve team relations.

The individual coaching sessions have been typically 2 two-hour sessions monthly.

Each person is being asked to assess and evaluate his coaching experience in terms of value gained in personal and professional terms.

Each person at his sixth session will also receive a written report from me on the structure and outcomes of each of the sessions up to that point, for reflection and comparison with his own assessment of the coaching process.

The final group session (to be timetabled) will then assess the process in terms of value-add for each individual and for AMSA as a whole.

Self Evaluation

Herewith are pointers to consider when evaluating your coaching experience:

1. Developing political and interpersonal skills:
 - understanding the behaviour of my team and colleagues;
 - dealing with people and managing/leading team members;
 - selling work;
 - developing effective relationships (positive);
 - choosing key people for the right tasks.
2. Gaining better understanding of:
 - own behaviour;
 - strengths and weaknesses;
 - future development.
3. Being able to recognise self-defeating behaviours, such as:
 - over-controlling or under-empowering behaviour;
 - abrasive behaviour;
 - self-indulgent behaviour (poor team spirit);
 - disorganised behaviour;
 - poor listening skills;
 - perfectionist or rigid behaviour;
 - negatively/obsessively critical;
 - too timid in certain situations;
 - distrustful behaviour;
 - procrastination.
4. Learning to deal with colleagues or staff:
 - who are talented but difficult;
 - who are narcissistic or self-centered.